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THE WESTERN JOURNAL OF EDUCATION

Edited by HARR WAGNER.

JUNE, 1900.

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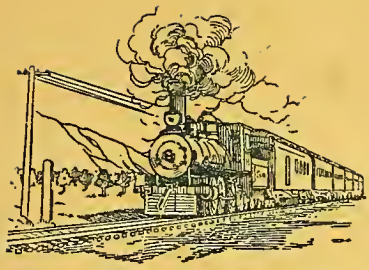

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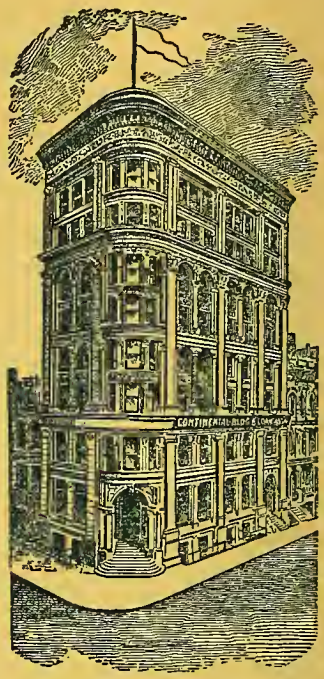

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THE WESTERN JOURNAL OF EDUCATION.

ESTABLISHED 1852.

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Educational Topics of the Day.

The New Spirit of Education.

BY ARTHUR HENRY.

The old theory of education was that children were naturally perverse; that their inborn tastes and impulses should be repressed; that they should be trained by being forced to absorb — understandingly or otherwise — certain prescribed doses of facts. "Facts, sir; nothing but facts!" was Mr. Gradgrind's famous statement of his scholastic ideal.

Within the last few years an entirely different theory has found expression in the American public schools. The modern method of teaching forces nothing upon the child, but brings everything to him naturally, easily, and lovingly. It is based upon the kindergarten system, which, in capable hands, is a school of common sense, a miniature of society. A direct outgrowth of this is nature study, whose theme is the whole world which the pupil sees about him. Physical exercise is added because the future citizen needs a sound body as well as an informed mind; and manual training, to fit him for the life before him.

Other important results are the practical abolition of corporal punishment, the lessened importance of examinations, and the transforming of the bare and barn-like schoolroom into a comfortable and attractive place.—*Munsey's Magazine.*

M. Demolins's School.

London News.

While the government committee is laboriously maturing schemes of educational reform in France, M. Demolins has taken the bull by the horns, unostentatiously commencing the Anglicization of schoolboy life. The first report of his school, opened at Verneuil (Eure) last October, shows that, in spite of Anglophobia, French parents are only too ready to Anglicize their boys, and the boys themselves rejoice in the process. "You are delighted to go home for the holidays, my lads," was M. Demolins's farewell address at Christmas, "but I don't think I am mistaken in saying that you will be as delighted to come back!" upon which arose cries of "Yes, yes, yes!" "Vive l'Ecole des Roches!" Among the most conspicuous innovations is,

of course, the prominence accorded athletic sports. Unlike M. Ribot, president of the government committee, M. Demolins prefers Anglo-Saxon sturdiness to "la vigeur élégante" of his young compatriots. Football, cricket, skating, paper chase, and the rest are the order of the day. The masters, as in English schools, play with the boys, and the account of the footfall team is very amusing. "Perhaps if A and B talked less they would have more wind for running," writes the English professor, adding, "Such parrot-like chattering and squabbling spoils everybody's play. Boys must remember that silence and good manners on the football field count for much."

But regarded from the ethical point of view, M. Demolins' school is no more like a Lycée than Eton is like a barracks! Here the changes are drastic; no more peepholes for the spying of the hated "pion," or supervisor; no more tale-bearing, and, so M. Demolins assures us, no more fibs! The argus-eyed "pion" of the Lycée (see M. Jean Aicard's "Ame d'un Enfant" for an account of this individual) is replaced by a school captain, after our own system. Here M. Demolins confesses that difficulties have occurred. The habit of self-government and the capacity of controlling others are not learned in a day. Five boys, however, who have had some experience in England make excellent captains. We must suppose tale-bearing to be a feature of French school life from the emphasis laid on its disappearance. "The first boy who went to a master with tales of a comrade," writes M. Demolins, "was not only sent away unheard, but punished. Lying is almost rooted out. Our pupils, being treated like men, by degrees learn to comport themselves after manly fashion." No foreign professors are allowed in the Lycée, or in any state school. At Les Roches, English and German are taught by native professors. It is also a part of M. Demolins's scheme that every boy before leaving the school should spend a few months either in England or Germany, this sojourn being included in the program. Thus "L'Education Nouvelle" of French youth, as projected and so far carried out by the author of "La Supériorité des Anglo-Saxons," has a real international significance. It is not only the thin edge of the wedge driven into a system of deadening uniformity; it is the principle of free trade against protection in the matter of education and ideas.

School Gardens in Europe.

Report of the Bureau of Education.

As early as the beginning of the fourteenth century in some cities of Italy, for instance, in Salerno and Venice, institutions were found in which plants from all parts of the world and every climate were cultivated for the purpose of instruction and the promotion of science. These institutions, called botanical gardens, became, however, more universal with the revival of science. The rich cities of Italy, above all Ferrara, rivaled one another at that time in establishing such gardens. The universities of France and Spain followed their example. The establishment of a botanical garden in Paris toward the end of the sixteenth century proceeded, it is true, from a

rather trivial cause,—"because the embroiderers of the court dresses needed new floral designs." Not until 1626 was this garden, which later obtained the name "Jardin des Plantes," devoted to the great scientific purpose of cultivating all the plants of the world. In Germany also a great zeal for botanical gardens has been noticeable since the close of the sixteenth century. Their establishment was usually simultaneous with the foundation of universities. At present no German higher seat of learning is without such a garden, which furnishes the material for instruction in botany and serves in many ways for experiments with agricultural plants. In the face of these facts it seems strange that during all this time nobody thought of establishing gardens also for lower schools. Comenius, it is true, expressed the desire that every school have a garden in which the pupils could delight their eyes in seeing trees, flowers, and herbs. He saw in the school garden a means of awakening and nourishing the desire to learn. Also, Pestalozzi, so enthusiastic for youth and popular education, demanded that children should be engaged in work in garden and field; but this demand was dictated by purely pedagogical considerations. Fröbel likewise laid great stress upon agreeable occupation of little children in the garden. But to establish in the school garden a means of instruction for the public elementary school, and to employ it for the purpose of instruction in horticulture and science of nature, has been thought of only recently, and only sporadically at that.

To-day the school garden has its greatest development in Sweden, where scarcely any public school building is found without a garden. In Belgium, where a large part of the population depends upon truck-gardening, the greatest interest is manifested in the establishment of school gardens by agricultural and industrial communities and by the government. The prosperity of the rural population in Belgium, which is derived chiefly from the extended cultivation of truck gardens, must be attributed primarily to the school gardens and the extensive knowledge of horticulture among the people. The school gardens gained ground in France after the introduction of agriculture into the public schools by a law passed in 1885. In Switzerland the Swiss Agricultural Union has taken in hand the establishment of school gardens with great zeal and considerable success. Mindful of the pedagogical and economical importance of school gardens, the school authorities in Austria aided the establishment and maintenance of these gardens, and paid much attention to proper plans The flourishing fruit culture of Bohemia can chiefly be attributed to the instruction which the inhabitants have received in the school gardens attached to local public elementary schoo's. In the German Empire the states of Bavaria and Oldenburg have the greatest number of school gardens. Prussia has in this regard done comparatively little. School gardens, in the proper sense of the word, are not in existence in that state. In some public schools in the country, however, there are (especially in Hohenzollern) schools for arboriculture, although this is only one part of the work in a school garden which teachers arranged of their own free will, being specially interested in the cultivation of fruit trees. In some schools there are institutions which pursue the

objects of a school garden; that is to say, which give opportunity to the pupil to learn the most important families of plants and many of their species, and to observe their development. The city authorities of Berlin, for instance, have established in the "Humboldt-Hain" a kind of botanical garden from which all the city schools are provided with a sufficient number of plants and specimens serving to illustrate botanical and biological instruction. On specified days 50,000 to 100,000 specimens are delivered to the schools and classes studying botany. Both elementary and secondary schools are thus provided.

A German School Garden.

United States Department of Agriculture.

At an interesting school garden at Alftes, a village of some 2,000 inhabitants in the German Rhine province, the whole work of spading the soil, planting, seeding, cultivating, pruning, and harvesting the crop in this garden is done entirely by the boys of the sixth, seventh, and eighth grades, under the direction of the principal, who always works with them. Two hours a week is given to this work during the growing season and at such times as the conditions of the garden may require. About twenty boys work in the garden at one time, while the remainder of the pupils of the principal's room are having exercises in gymnastics. At the time of a visit to this school a part of the pupils were sowing seed, others were covering them with soil to the required depth, while still others were laying out paths, picking off the dead leaves from flower stems, replanting beds, watering seeds already sown, etc. A few days later the fruits required attention; wall, espalier, and dwarf fruits require to be summer-pruned, the fruits to be thinned, insects to be gathered and destroyed.

The German Student.

Boston Transcript.

As there are workers and drones, so there are students with all sorts of incomes; but I do not believe there is such a wide difference in this matter as in America, and the men who must live frugally are in the majority. A man I knew well in Berlin, the son of a clergyman, had thirty dollars a month to pay all his expenses. There were many like him, and there are plenty who live on less. The student rents a room for which he pays from five to eight dollars a month. This includes his morning coffee and rolls. His fire costs him about five cents a day— when he has one. In the smaller university towns I believe the most of the students have a study and a sleeping room adjoining, but in the cities many of the men have one room which serves for all.

And now take a day in the life of this follower after learning. That is a difficult matter, for I suppose nobody is more irregular in his habits. He may rise at eight; or, having gone to bed at six in the morning, he may put off getting up till afternoon. But take him at eight. His landlady brings

his coffee, and when he has finished that, he is off for the university. He goes to two or three lectures in the morning. Some men take full notes of every word of the professor; some jot down phrases and write them up afterward; some take no notes at all. At one or two o'clock he dines in company with several bosom friends. There are students' restaurants, where one can dine plentifully for twenty cents, or even a little cheaper. One gets a soup, two kinds of meat with a vegetable, and stewed fruit for dessert. This is always accompanied by beer.

After dinner he plays cards for an hour and then has coffee. Then he works or sleeps or takes a walk, as the mood is. We will say that supper is at seven; it is just as likely to be nine. If it is at a restaurant, it costs about twenty cents; but sometimes the student buys a bit at a shop and "eats cold," and sometimes he makes a sort of running meal, eating a little here and a little there at all sorts of places. Nobody could describe the fearful and wonderful dishes which the German student eats. He is fond of hot sausage banked round with cabbage In winter the breast of goose is a favorite tit-bit; and there are plates of stuff for which the only word is "mess." Of course there is beer again.

We will suppose that often and often he studies in the evening, as many no doubt do; but he is also often at the theater with half a dozen friends. He is just as eager to see Schiller's "Maid of Orleans" as to see a girl in tights at a variety show; but he does not want to pay more than a mark or a mark and a half for his entertainment.

Occasionally he holds a "Commers" at a beer hall, drinks and sings and otherwise makes merry. When the spring days come, nothing delights him more than to have a table on the pavement in the sun, where he can drink and play cards and be looked at. For he does like to make an impression; consequently he is never so happy as when there is a celebration of some sort and he has a chance to parade in his brilliant uniform, with an enormous silk sash and a little pill-box cap, and the part of his hair extending from the back of his neck to his forehead.

In the vacations at Easter and in summer he makes journeys on foot or otherwise. He explores the interesting parts of his beloved Germany—the Rhine—the Black Forest—the Harz. Of course he pushes beyond the bounds, too, but he knows "the Fatherland" first.

Beyond his tramping, which is a saunter rather than a sharp walk, he gets little out-door exercise. There are clubs which profess to play football and tennis; but a German's idea of tennis is putting on your best clothes and a high collar and posing on the courts. Just here the army steps in as a corrective, and the one or two years' service does much to atone for the aversion of the average German to out-door exercise.

It is the attractive and happy rural home which first and chiefly interests the child in rural life. A neat lawn or a flower-bed is more likely to influence the child to love country life, than a good field of potatoes is. Predilections are formed earlier than we are aware. Money considerations do not appeal strongly to the child. He must be interested on his intellectual and sentimental side. His eyes must be opened to the great world of interesting things all about him; for most persons "have eyes, and see not."—*Cornell Nature Study Leaflet.*

A Day With the New Education.

BY LAURA L. RUNYON.

(Chautauqua Magazine.)

"MY DEAR," said my husband one morning,— in the tone of voice he reserves for notifying me that a contagious disease has broken out in the neighborhood, or that he has discovered signs of total depravity in one of the children,—"I think we are making a mistake in sending the children to the public school."

I had used those identical words to him on several successive mornings, after I had stayed awake for hours trying to decide whether to let the children go on getting only a fiftieth part of the attention of a teacher in the public schools, or to hire a university student to tutor them in his odd moments, at $1.50 an hour. But I never like to irritate my husband early in the morning, so I restrained the "Just what I told you," and said calmly:

"What have you to suggest?"

"I hear that all the professors at the university are sending their children to the Dewey school."

I had heard of the Kosminski and the Ray schools in South Park, Chicago, where we had recently moved, and so asked if this were a new one, named after the admiral.

"Oh dear, no!" said my husband. "Mead says it's one of the greatest movements of the century. It's a primary school run by a university, with Dr. Dewey, the psychologist, to direct it. Its real name is 'The University Elementary School,' but every one calls it the Dewey school, because Dr. Dewey is working out some psychological principles of education."

Now I recollected that one of my neighbors, to whom I had expressed my dissatisfaction with public schools, had sent me some books concerning a new plan of education. I got them, and found them to be "My Pedagogical Creed" and "The School and Society," both by Prof. John Dewey, head of the Department of Psychology and Pedagogy in the University of Chicago. I wondered if the new school were a "finishing" school, and if Dr. Dewey had discovered a way to abbreviate the amount of knowledge a child must have to be respectable, so that it could be learned in the elementary grade. I determined to visit the school.

I have always found it best to do things while they are in my mind; so I started immediately after breakfast, and arrived at the school before work had begun.

None of the children seemed to have any books as they came up. I didn't see even a geography or a reader among the older children. One little girl had a live alligator in a box; a small boy was carrying a large Indian blanket in from a carriage; one child had a basket of fruit, and another a package which I heard him tell the teacher contained "sandwiches." As he gave them into her charge, a smaller boy, who had been following him, asked pleadingly, "Aren't you going to invite me, George?"

I concluded that this must be an off day with the school; but thought I might as well stay and see them start,—they seemed to be having such a good time.

At nine o'clock a bell rang, and the children went to various rooms, where I saw some one was marking their attendance. I was surprised to find that there were not more than ten children with any one teacher; and that instead of the absolute silence I had considered the proper beginning of school, the children merely took their places in what seemed to be a recognized order, and continued their conversation. Then the "leader" was given a program for the day.

I concluded that not all were going to the picnic and that I would stay and see what I could. I followed the children to the gymnasium, where seats were arranged for the morning exercises, which consisted chiefly of singing. One or two groups of children were asked to sing their "Group Song" Upon inquiry I was told that the charming little melody and the words of the songs I heard were composed by the children who sang them. All the "leaders," as they took their groups to various rooms after the singing, seemed to have programs for the day; and I concluded that the picnic had been postponed, and felt sorry for the children with the sandwiches and fruit. Upstairs I found a group of children about ten years old engaged in setting up electric bells. I recognized one of the children as a boy from our neighborhood, and wondered if I could get him to fix our bell, since we had had a sign, "Please knock; bell don't ring," on the door for two days, while waiting for the repair-man.

A group of younger children had a sheepskin from which they were taking the wool. They spread the wool out thin with their hands and let the dirt fall out, then pulled the fibers straight and wound them on a stick which they called their "distaff." One little girl who had her distaff full was spinning the wool into yarn with the help of a spindle she said she "made in the shop." Around the room were primitive looms being "warped" by the children, and I was shown designs of their own which were to be woven into small blankets. In another room I found one of the large old-fashioned looms of which I had heard, but had never seen before. Two of the older boys were at work "setting it up," as they called it.

Everywhere the children were busy, but the morning was half gone and I had heard nothing that reminded me of a school except a class talking Latin as I passed. I had heard a class discussing whether John Smith or George Washington were the greater man, and another group, with a relief map, trying to decide where it would be best to erect forts to protect the English colonies from the French aggressions from the north and west. But I always know at home when the children get on those subjects that they are *not* studying their lessons. I wondered why the teacher did not tell them, if she thought it worth while, and then have them bound states and name the capitals and principal cities. In all the classes the children talked,—sometimes two at once; but with a freedom of expression and an ability to stick to the point which surprised me.

I met one of the teachers in the hall and besought her to tell me about the school: whether they had days, or hours, when they really used books; whether Dr. Dewey believed children ought to learn how to read, write, and cipher, or whether the new education was a preparation for Tolstoy's socialism. She said that Dr. Dewey believed the time spent in an elementary school on reading, writing, and arithmetic could be more profitably spent; that an average child could learn these in doing other things.

She directed me to a class in primitive life, where the children had spent some weeks in working out, with the aid of the teacher, what the earliest people must have done when they had no clothing, or food, or shelter, or means of defense. She told me how they had thought of a spear by fastening a stick between the split ends of a club; how they had made bowls out of clay, and discussed caves as the first homes, and skins as the first clothing; how they had molded in clay their ideas of man and animals in those days, and had become so interested that they had begged to write a report of their work for the school paper. This report had been dictated to the teacher, as none of the class could write. It was then typewritten and all read what the whole group had agreed should be their record of work.

As I passed the room where the little girl with the alligator was, I observed the whole class absorbed in reading a similar report of their work, while the alligator in its box was unnoticed. When a child did not know a word, he was quite as likely to ask one of the other children to help him as to appeal to the teacher.

I had seen "gymnasium" on the program and concluded I would visit that and perhaps find the physical training my little folks needed. But I did not get so far, for as I passed through the dining-room the boy I had seen with the sandwiches and the girl with the fruit were setting the table. Each had a high white apron on and said they were the "waiters," and that this was their "day for the group luncheon"; that the rest of the group were cooking in the kitchen.

I found my way to the kitchen, which I had previously mistaken for the laboratory, with its rows of gas-fixtures and asbestos mats. I learned that earlier in the morning the group had had a cooking lesson in which they experimented with the food given them. Each child had cooked one third of a cup of flaked wheat in two thirds of a cup of water. Each had calculated how much water he would need if he cooked half a cup, and then one child was told to find out how much he would need for the whole group and to cook it, while other tasks were assigned to the rest. Some were cooking a food which they had missed by absence, or which they had failed to cook properly. One child was making cocoa for all; another was making out a tabular statement showing the proportion of water needed for each of the various preparations of wheat, oats, and corn they had studied.

I thought how Fred worried over his fractions, and here were children two years younger working out the number of cupfuls of water and cereal that would be needed for a family of three, five, or eight, on the basis of the number for which one third of a cupful would be sufficient.

The teacher told me that after they had used various weights and measures until they were familiar with them, they arranged them in tables for convenient reference ; that after they had added by threes, fives, sevens, etc., they arranged these in the multiplication tables.

As I went back thru the dining-room to the reception-room where one of the teachers had promised to answer some of my questions, the children sat down to the luncheon they had prepared. The sandwiches and fruit appeared, and the small boy who had begged an invitation was there, as a guest. A teacher had also been invited, and served the cereal brought her by the waiters.

From time to time during the morning, a line from Dr. Dewey's book had come into my mind : "Education is a process of living ; not a preparation for future living."

The teacher who had consented to enlighten me said that Dr. Dewey had no thought of training cooks or factory hands, but that he believed there was an educational value in handling the raw materials from which our food, clothing, and comforts are derived, and a mental training in reinventing each stage of the process of these industries. Then she told me how one group of children had begun by twisting the wool in their hands to spin it into thread, as the earliest primitive people must have done ; how the stick on which they had wound the hand-twisted wool dropped to the ground, twirling about and twisting the end of the thread held in the hand ; and how this idea had been developed into the top-shaped spindle I had seen. They had then invented hand-cards for getting the fibers straight, then the idea of the spinning-wheel and the reel. They had also worked out the loom from the simple form of two sticks between which the warp was stretched to the more complex machinery. This had been done by the teacher putting in the simplest way exactly the difficulty to be overcome ; and then the children worked out the way to overcome it.

The teacher further pointed out to me that in cooking their luncheons they not only learned to use fractions and weights and measures, as I had seen, but incidentally learned a great deal about chemistry. They estimated in percentage the amount of water and starch in a potato ; they tried the effect of the juice of the tomato and of vinegar on milk, and decided that the curdling was due to an acid, and then found that soda would neutralize the acid and that it could be used to prevent curdling in their tomato bisque soup.

"But all this has been found out by past generations," I said. "Why not give the children the results ? why require them to repeat the process ? "

"*Because the process is the valuable part.* All universities now have laboratories in order that the students may perform their own experiments, rather than watch the professor do them ; we merely carry out the same idea in the elementary period. The children have to read and write and manipulate figures and construct in order to do other things in which they are interested ; and because what they desire to accomplish appeals to them as of real value, they are willing to do the less interesting work connected with it. Or

take any one of our textile industries: the child has always thought of cloth as a thing by itself, with no history back of it beyond the store from which it was purchased. Under the guidance of the teacher he sees it reduced to its first elements, then reconstructed by himself, and cloth has become a new thing to him, bringing to his mind the lives of many peoples and many occupations. Moreover, he has learned a method of investigation which he can apply to any subject."

I was convinced, and entered my children; but asked, just as a matter of curiosity, "Isn't it very expensive to have a teacher for so few children?"

"Yes, but the university and some friends of the school who are interested in seeing the experiment carried thru until the children enter college are helping us. Of course we hope some day to have an endowment," she said with a smile

Art in the Schoolroom.

BY MRS. HOWARD L. LUNT.

"The greatest works of Art ought to become the most familiar ones to the people. Care should be taken, therefore, in the school, to select these great works, and to lead the pupil into an understanding of the motives of their composition, and next to point of the artistic means and devices for the expression of the thought or idea portrayed. . . .

"If photographs of architecture, sculpture, and painting are made to adorn the walls of the schoolroom, they will produce a permanent effect on the pupil's mind, in the way of refining his taste, even if no studies are made of the motives that the artist has brought into their composition. . . .

"It is by this study of the motives of the artist, and his use of them in creating what is called the organic unity of his work of art, that the pupil can be made to see that art is as serious as history, and even more truthful, as containing a logical consistency in the return of the deed upon the doer."—WILLIAM T. HARRIS, United States Commissioner of Education.

"Art is the flowering of man's moral nature."

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Grade IV.

Madonna of the Chair.....Raphael.
Christmas Bells.....Blashfield.
The Shepherdess.....Lerolle.
Pilgrim Exiles.....Broughton.
Monarch of the Glen.....Landseer.

Grade V.

Sistine Madonna.....Raphael.
Song of the Lark.....Brétou.
St. Cecilia.....Raphael.
A Kabyl.....Schreyen.
Queen Louise.....Richter.

Grade VI.

Angelus.....Millet.
The Horse Fair.....Rosa Bonheur.
Christ and the Doctors.....Hofmann.
Diogenes in Search of an Honest Man.....
.....Salvator Rosa.

Grade VII.

Aurora.....Guido Reni.
St. Anthony of Padua.....Murillo.
The Holy Grail.....S. A. Abbey.
Assumption.....Titian.

Grade VIII.

The Gleaners.....Millet.
The Téméraire.....Turner.
Repore in Egypt.....Merson.
Prophet Jeremiah.....Michael Angelo.

III.

SCHOOLROOM-DECORATION.

1. Color Scheme.
2. Mural Decorations { Large. Low.
3. Casts.
4. Window-Decoration.

"Picture-study should be taken seriously. The effort is, not for amusement, entertainment, or decoration alone: it has an aim and a purpose larger, broader, and more dignified than any of these.

"We should be doing only half our duty by the boys and girls if we withheld from them this art life, which is, in very truth, their legitimate inheritance. Those who admit that gems of literature belong by right to the public school scholar will have difficulty in arguing that pictures, the world's gems of art, shall not also find their place in the school room."—JAMES FREDERICK HOPKINS, Director of Drawing, Boston.

The following firms handle reproductions for wall-decoration:—

Brown, Clement & Co., 257 Fifth Avenue, New York. (For carbons.)
The Whiddit Photo Co., 46 Fourth Avenue, New York. (Solar bromides.)
Curtis and Cameron, Copley Square, Boston. (Copley Prints.)
A. W. Elson & Co., 146 Oliver Street, Boston. (Makers of Our Nation.)
The Prang Educational Company, Boston. (Five-cent pictures.)
The Perry Picture Company, Malden, Mass. (One to five cent pictures.)
George C. Elliott, 421 South Spring Street, Los Angeles, California.

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Picture-Study in Elementary Schools. Wilson-McMillan Company, New York.
How to Enjoy Pictures. Emery. The Prang Educational Company, Boston.
Art for the Eye. Turner. The Prang Educational Company, Boston.
Riverside Art Series. Hurll. Houghton, Mifflin & Co., Boston.
The Madonna in Art. Hurll. L. C. Page & Co., Boston.

Why Miss Goggin is Single.

Miss Catherine Goggin's nine reasons for not having a man on her hands are as follows:—

"Because he might not be an orphan.
"Because he might like tidies.
"Because he might be fond of using 'pet' names.
"Because he might part his hair in the middle of his head.
"Because he might demand an itemized account of household expenditures.
"Because dinner would have to be taken with the same person each day.
"Because marriage would necessitate daily letter-writing when either he or she might be away.
"Because all the good men seem to be married already.
"Because he has not proposed."

Miss Goggin is president of the Chicago Teachers' Federation, and has been a grade teacher in Chicago for twenty years.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"That a child whose stomach is souring and effervescing half the day should be amiable and attentive to his work, cannot be expected."—*A. R. Taylor, Ph.D.*

LAGUNA HONDA SCHOOL.

The Mothers' Club, under the direction of Mrs. O'Neal, meets the first Thursday in each month. Friday, May 3d, Dr. Wood gave an interesting lecture on the subject of foods. Children, he said, are the most important objects of interest in the world. We must appreciate them and sympathize with them. Certain foods contain chemicals that the child needs. The body must have certain chemical ingredients. It may lack iron; fruit is its natural source. We cannot know too much about food. It works itself into our thoughts and actions for to-morrow, and, whatever others may say, affects the character of individual life.

Do not go off on tangents. Modify the rules you have been following. Vegetables alone are not rational or sensible food; but the nation is losing its power to digest salt pork. Our forefathers tried to, and weak digestions are the result. The descendants are those whose habits of eating have not been fundamentally bad. The others have died off.

The old Romans had too much wealth. Don't envy them. They became wicked. Americans over-eat, and are to be pitied. Tea and coffee are American habits. When a good deal of stimulant is bad, none is good. Sugar is one of the most frequent causes of dyspepsia. The taste for it is a habit. We unconsciously teach children inconvenient habits. Here the Doctor turned and said: Castor-oil should not taste bad. I should like to know who taught them to make wry faces over it.

Twice-baked bread, or zwieback, is a good food. Football-players rely upon it. The value of some foods is over-estimated; for instance, potatoes, eggs, oysters, fish, cheese, and butter. Oleomargarine is better than cheap butter. Five cents' worth of flour is as much food as fifty cents' worth of meat. Therefore, note the folly of a laboring man who pays one hundred and fifty dollars per year for meat and seventy-two dollars for house rent for a family of nine. Americans, it is said, cook meat splendidly, but vegetables horribly.

Cooking is one of the fine arts. Every school should have a cooking class; for when the standard of cooking is raised, we shall have rid the world of the craving for stimulants. Tea and coffee are a delusion and a snare. One should not, under any consideration, delude the system with even one cup. There is no objection to cocoa or to the cereal food coffee.

Cooking should appeal to the eye, rather than to the palate. The more rational food is enjoyed, the easier it is digested. There should not be a variety at meals, but a variety for the day. Food is the cause of more trou-

ble, more disease, more discomfort, than any other factor. Improper selection and preparation of food is the cause of chronic constipation. There is always the question of economy. It should be economy of life, of vital force. Food should be cheap. The cheapest is not always the best, nor is the best always the cheapest. What is good for the adult is not always the best for children Don't give a child digested foods. Make food digestible. Patent foods are altogether objectionable.

The time for discussion was all too short. There were a number of questions brought up; among them, "Shall we allow children to eat between meals? What do you consider a good breakfast for a school child? Should children be allowed all the fruit they crave? Are cereals in packages good food?"

Allow nothing between meals, except when home from school, and this should be a meal and given regularly. A good breakfast would consist of a well-cooked cereal, an egg, whole-wheat bread, and cocoa or cereal food coffee.

If children crave apples, let them have apples, not every hour in the day, nor every day in the year, but apples when it is convenient. The cereals that can be cooked in a few minutes are not specially recommended, for the reason that, having been previously cooked, they are soon unfit for use. The old-fashioned, well-cooked cracked wheat and oatmeal are best. The latter should be made quite thin; even then it is a question with some as to whether oats were not intended for horses, and not at all for man.

The club adjourned to meet the first Thursday in June to discuss plans for the next year's work.

The Child Study Club Meeting of April 27th.

The subjects, Honesty, Honor, and Courage, were continued at this meeting. "Allowances for Children" was especially dwelt upon. Mrs. Hester Harland read very acceptably from Book on Gentle Measures, by Abbott: Unless a child has an allowance, or money to call his own, there is no inducement to take care of money and practice self-denial. To develop their judgment the disbursement should be left to their own discretion. They will make mistakes, of course; but do not trinmph over a child by "I told you so." It is a good plan to have a portion laid aside as an investment fund. An article of value may be bought when the sum is yet small, by giving a loan and taking a mortgage, the papers to be drawn in due form, and the child thus learn practical knowledge in this direction. In reference to earning money, the President expressed a horror of having a child expecting pay for "helping mother" or for doing an errand. It is un-American, and hurts the nation and the character of the individual. There is danger in reward of merit, as the spirit of kindness must not be injured. It is therefore a questionable kindness to pay the children for doing every-day errands. The majority of errands should be done for love and consideration. Stated sums may be given, but mouey gained by asking will lead the child to resort to the arts of the sycophant to gain money, and

in the end be generally despised by honest men. There are rocks on either side, and one must learn to steer carefully.

A mother whose children spent no money whatever upon themselves, but spent nearly all of their savings for Christmas and birthday presents, has ungrounded fears of their being "stingy." Appreciation of those who were lavish in their expenditures was expressed over those who were penurious. Better be too lavish than even a little bit penurious.

THE CHILD STUDY CLUB MEETING OF MAY 18TH.

The Study of Adolescence, from Stanley Hall's Pedagogical Seminary, was read in an acceptable manner by Mrs. Henry Bridge, after which there was a discussion, in which the following points were brought out: It is important that mothers and teachers should make a study of the adolescent period. The obligation, in parents especially, is very strong. The love of dress and increased slovenliness are both due to puberty. A child should not be humored in what is sure to prove hurtful. A correction from some one outside the home has often more influence than the unavailing regrets and nagging in the home. Girls should certainly not be allowed to ape their elders.

Every mother should make a reminiscent study of her own life. She will then receive material aid in the bringing up of her children. Athletic exercises should only be taken under the direction of a physician; otherwise they are likely to do more harm than good.

Pure food was discussed for some minutes. Mrs. Moore resented the fact of there being little interest taken; there is an occasional craze, but it soon dies out because of the lack of interest.

The Mothers' Meeting at Twenty-third Avenue, May 11th, was of usual interest and attendance. Mrs. Laurence, of 562 East Fourteenth Street, led the devotional exercises, Mrs. Cruikshank read a report of previous meeting, and Mrs. Mills presided at the piano. The President then read "Sunshine in the Home," and made an appeal for cheerfulness from the mother, who is always at the helm. The faculty may be cultivated, to the betterment of all homes. Morality and refinement may be instilled by decorating the children's playroom. Consult the child as to colors and arrangement. Suitable illustrations may be mounted on stiff paper and used to decorate the walls. Avoid illustrated advertisements. The subject of "Boys" was introduced, and accepted for next meeting. One of the mothers was in a quandary as to the best mode of treatment for a "shy" boy. Another's perplexity — and not an uncommon one — was a boy who was never shy. The club adjourned to meet the second Friday in June.

A VISIT TO THE LICK SCHOOL OF MECHANICAL ARTS.

A visit to the California School of Mechanical Arts resulted in the following conviction: All property belonging to said institution should be exempt from taxation. The amount of instruction could thus be increased one third and the enrollment in the same ratio. The school has been in

operation since 1895, and, as is well known, was founded by James Lick. Instruction is free to any boy or girl of this state who has completed the eighth grade of the grammar schools. Further conditions may be found in the catalog for 1900.

The Sewing School.

The girls — a great number of them — occupy a large sunny room, with a fitting-room containing three full-length mirrors at one end, and a lunch-room with a closet full of china at the other. They are busily engaged in the making of wrappers, waists, children's dresses, underwear, etc. They are all neat in their attire, and their work, under the direction of Miss M. L. Crittenden, is well and neatly done. Four months of the first year is given to practice-stitches, to measuring, drafting, cutting, fitting, and making white garments, also to making wash-dresses drafted by senior apprentices.

Fall Term — From July to December.

One half of a miniature waist is used for a pattern, and the MacDowell system taught. The time is given to drafting and cutting for woolen dresses, bone-covering, cat-stitching, and making of cuffs and collars.

Spring Term — Millinery.

Measurements are given and patterns cut for hats. Covering buckram frames and wire frames with cotton flannel, wire hats shirred with cheese-cloth, making of frames, and sewing straw is the work assigned for this period. Percaline is used for ties and rosettes in the trimming of hats.

In the third year, prominence is given to the making of infants' dresses and children's garments. A doll that could hardly be termed a child in miniature is used to fit children's dresses on. It serves the purpose admirably. The beautiful creations must be a constant delight to the class. Elaborate woolen dresses are made during the year's course, and hats are trimmed for self and friends.

In the fourth year there is drafting and designing for tea-gowns, princess dresses, tailor-finished suits, etc. There is, in connection with this department, a study of drapery, history of costume, hygienic principles, sketching, methods of manufacturing materials used, and excursions to manufactories. Books of reference and study are: Household Economics, by Miss Campbell; Domestic Service, by Lulu M. Salmon; and Food and Its Functions, by Jane Wright. The technical course of cookery is of great interest, and will be treated in full in the next issue of this journal.

Prof. F. P. Davidson, superintendent of city schools, San Diego, invited the mothers' clubs of that city to appoint a delegate to represent them in the committee which is to advise with the City Board of Education on the subject of course of study for the San Diego schools.

T. O. Crawford, of Alameda County, strongly advocates adding the study of ethics to the school curricula. The objection that there is already

too much required of the pupils was overruled by the strong arguments in favor of ethical training.

The question of adding ethics to the course of study in the county schools was brought up at a meeting of the County Board of Education, Oakland, Cal. The following points were brought out: "The moral development of the child is of more importance than the physical Ethics are wholly neglected. The character of the teacher is not inquired into. Pupils are not taught morality, but are treated as criminals after they have done wrong, when they should be so taught that they would not do wrong." True, the public, and mothers especially, protest against the amount of work required of pupils, but there is never a protest against substituting ethics for criminal punishments.

E. H. C., in School and Home Education, pats Editor McDonald on the back for his characteristic reply to Edward Bok's harangue on the "infernal cramming system." McDonald states that, except as pen-and-ink sketches in the columns of some imaginative editors, we have not yet seen the thousands slaughtered by said system. E. H. C. believes that it has been quite the fashion to charge upon public schools all the evils that result to children from parental neglect, ambition, and foolishness, or from the hurtful customs of society.

Credit should have been given to Martha Dunn Corey, M.D., Pacific Beach, California, for two pages and over of the introductory in the last issue of this journal, said paper having been read at the Teachers' Institute in San Diego County, California.

A Contribution to the State Text-Book Problem.

BY RICHARD D. FAULKNER.

Educational Review.

Over sixteen pages of the Educational Review for June are devoted to an article on The California State Text Book System, by Richard D. Faulkner, principal Franklin Grammar School, San Francisco.

The writer, besides reviewing the events that led to the inauguration of the state system, gives the results of state publication, and in conclusion points out that the system has so failed to produce either cheap books or books "of the first order of excellence," that the time has come when the State Board of Education must either recommend to the legislature the abolition of the system, or present to that body a definite and comprehensive plan for its future continuance.

It is safe to say that the article will attract wide attention, for it is unquestionably the ablest and most exhaustive presentation of the subject that has yet been made. It is a permanent contribution to the educational literature of the state.

It traces the experience of the state in the adoption of school text-books by the State Board of Education prior to the constitution of 1879, and since under local boards, until the adoption of the amendment providing for state publication in 1884. It is clearly shown how the text-book scandals in the State Board caused the framers of the present Constitution to place the adoption of school text-books in

the hands of local boards, and how the scandals in the adoptions by these boards precipitated the resolution of the Republican state convention of 1882 favoring state publication. "In the usual order of things," says Principal Faulkner, "the resolution would have been forgotten with other ante-election promises, but that the State Printer and the politicians saw that the publication by the state would increase the patronage of the State Printing-Office; besides, the legislature chosen contained some members who thought they saw an opportunity to 'cinch' the publishers who had so long 'cinched' the people of the state."

In this connection, the remarkable report which State Printer James J. Ayers submitted to the legislature of 1883 is thoroly analyzed. Its fallacies are laid bare and its far-reaching influence pointed out.

The provisions of the first Act passed by the legislature under the amendment, as well as of subsequent Acts, in so far as they relate to the State Board of Education and the Superintendent of State Printing, are given, with the exception of formal directions.

The selections given below present some of the author's views upon several phases of the system; but no selections can give an adequate conception of the entire article, involving, as it does, so much of the educational history of the state for twenty-five years.

The Authors of the State Series.

No one was employed to supervise the compilation of these books, nor any others previously or subsequently directed to be compiled or revised, who was not a resident of the state. In fact, in so far as is known, no attempt was made on the part of the State Board of Education nor any of its members to employ any one outside of the state to compile or revise any of the books. While this limitation of authorship was bad, it was made worse by the lack of competition. It would seem that friendship was a greater factor in the employment of compilers than fitness. None of the compilers possessed any experience or training in the preparation of school text-books, except Editor in Chief Raymond and Mrs. Mary W. George. Some were successful and experienced teachers of sound scholarship; but as a whole they did not possess the training or scholarship that fitted them to produce a series of text-books for use in the public schools of the state that publishers would publish or people buy unless compelled to do so by law. An examination of the publications compiled by them justify this conclusion.

An Expensive Contract.

Before it could be determined whether the editor in chief and assistant editors could compile better books than had been compiled under the contract system, the Board, on April 11, 1894, set aside four thousand dollars for the revision of the History of the United States and the compilation of a primary history, and further requested Mr. C. H. Keyes, at that time principal of the Throop Polytechnic Institute at Pasadena, "to prepare, and present to the Board at its next meeting, a scheme" for the proposed revision and compilation, the request being made "with a view to his employment upon the work," and finally it was resolved to allow him "the sum of five hundred dollars on the acceptance of his scheme, and thereafter such sums, at each meeting of the Board as may be determined at the time, in accord-

ance with the progress of the work, until the sum of four thousand dollars shall have been paid."

In compliance with the first resolution of the Board, Principal Keyes submitted a "scheme" for the proposed revision and compilation, and upon its acceptance received, in accordance with the terms of the second resolution, five hundred dollars on account. The manuscript of the Primary History was received by the Board early in 1896, but it was not accepted until the following year, being returned to the author for revision, upon the report of Mr. A. B. Coffee, who was appointed to examine it. When the manuscript of the revised history was submitted in 1898, it was referred to Dr. K. C. Babcock of the University of California, and Mrs. R. V. Winterburn of Stockton. In the opinion of these experts, it was not worthy of acceptance. Thereupon it was returned with their criticisms to the author. A new manuscript has recently been submitted by the author. It has not yet been accepted.

Principal Keyes has received three thousand dollars in addition to the five hundred dollars paid him on the acceptance of his "scheme" of revision and compilation. The experts have been paid three hundred dollars. That is, three thousand eight hundred dollars has been paid for the manuscript of a primary history which, tho accepted, has not been published, and for the manuscript of the revised history, which, tho submitted, has not been accepted.

Résumé of the Books Published.

It is seen that the state has provided texts upon eight subjects taught in its elementary schools, and published, including revisions, eighteen books. Tho none of them are of "the first order of excellence," some possessed sufficient merit at the time of their publication to give fair satisfaction, tho others were so inferior that their introduction was a step backward. It is now seven years since the legislature directed the revision of the history and advanced arithmetic, and the compilation and publication of a primary history of the United States. While the primary history has been compiled, it has not been published. The manuscript for the revised history of the United States has not been accepted. No revision of the advanced arithmetic has been made nor can be made without legislative action, as but a trifling balance of the appropriation of 1893 remains unexpended. In a word, the books that were originally inferior are now obsolete, and those that gave fair satisfaction in the beginning need revision.

The Duty of the State Board of Education.

The publication of a uniform series of text-books for use in the common schools is the fixed and settled policy of the state. The section of the Constitution which provides for state publication is as supreme as the section which says, "The state of California is an inseparable part of the American Union, and the Constitution of the United States is the supreme law of the land." The people, however, should know the truth in regard to the state text-books. They should have everything appertaining to state publication

placed before them in an authoritative manner by the State Board of Education.

The Board should state distinctly their opinion of the various books of the series. They should indicate those that do not need immediate revision; those that should be revised, but which are not so poor as to be incapable of use pending revision; and finally, those so thoroly obsolete that their use should be abridged by the adoption of such courses of study as would, with sound methods of instruction, overcome their narrowing influences until they could be displaced by entirely new books.

If it should appear to the Board, after an exhaustive inquiry into the cost of compilation and publication and a critical examination of the books of the state series now in use, that state publication has so far failed that it should be discontinued, they should not hesitate to say so, and recommend its abolition to the legislature, giving reasons therefor. On the other hand, if they should conclude that it is practicable, they should not only say so, but present a definite and comprehensive plan for its future continuance, indicating in detail the best method of obtaining acceptable manuscripts, with an estimate of their cost, the best method of keeping the books revised, — in fine, such a report for or against state publication as would be followed by the legislature and accepted by the people of the state as final.

The Cost of State Publication.

Instead of a small appropriation for the purchase of a "mammoth edition bindery" at a cost of ten thousand dollars, "two or more stop-cylinder presses or one of the latest improved Hoe perfection presses," and enough type to "sort up" the cases "to meet the exigencies of special matter in the arithmetic," the legislature has appropriated for machinery and printing, including ten thousand dollars for a warehouse and eleven thousand dollars for enlarging the State Printing-Office, since the beginning of state publication to the first day of January of the present year, four hundred and sixty-six thousand dollars. The appropriations for compilations have been exclusive of the twenty-five thousand dollars appropriated from the "school book fund, during the same time, forty thousand dollars. The receipts from the sale of text-books have been, to the same date, $1,043,123.83. It will be seen that the total of the appropriations and receipts from sales is $1,549,123.83. Of this vast sum the State Printer has expended for machinery, supplies, and labor in the publication of the series, during the same period, $1,375,251.80. In other words, $173,872.03, in the "school book fund," or represented by stock and books on hand, a worn-out printing plant, and a series of text-books either obsolete or needing revision, is all that the state has to show for its investment of over a million and a half dollars, for none of the investment has been returned to the people in the shape of a reduction in prices on the books, as their cost has been at all times substantially the same as similar books published by private enterprise. The people have thus paid for the books twice, — once by taxation and once by purchase.

TO AN INDIAN CANOE.

Thou slender ark beside the brink
  Of waiting waters idly lying,
Where languid lilies the sunshine drink,
  And loitering waves are softly dying,
What canst thou teach me? say, what word of strength
Or wisdom lies in thy three fathoms' length.

No clumsy-builded skiff art thou,
  No short-lived shell of birchbark fragile,
But, stanch and strong from stern to prow,
  Lifelong thou 'lt bear thy master agile
Safe o'er the boiling rapids, tumbling seas,
Or placid lake unruffled by the breeze.

No Arab steed on desert sand,
  With all his master's fond devotion,
Is more responsive to the hand
  Than thou art to the slightest motion,
As thy bold master dips his glittering oar
On either side, along tho reedy shore.

As lightly as the water-fowl,
  The gently heaving wave thou ridest;
As noiselessly as flight of owl,
  Or otter, from the bank thou glidest;
Thou and thy master one, thy ripply wake
Scarcely discerned a furlong on the lake.

How many moons stoodst thou a king,
  A noble cedar tree, uprearing
Thy plumed head o'er everything
  Around thee, naught of evil fearing,
Until that doleful night when tempests flung
Thee crashing down the humbler folk among?

How long the prostrate monarch lay,
  A log, bereft of pride and glory,
Until thy sculptor passed that way,
  There 's none to tell the piteous story;
But from that prison what joy his must have been
To free thy graceful form immured therein!

Ambition reared thy head on high,
  Then swiftly came thy dread disaster;
Thou scarce couldst brook the o'ershadowing sky,
  Yet now thou servost as thy master
Him thou hadst scorned but that his hand set free
Thy nobler self, —and thus thou teachest me.

WILL J. MEREDITH.

Problems of City School Administration.

BY CECIL W. MARK, PRESIDENT SAN FRANCISCO BOARD OF EDUCATION.

[President Mark, in outlining the policy of the Board of Education of San Francisco, touches upon almost every vital educational problem now before the American people. The introduction of these seventeen changes will lift the administratiou of the schools of the city into great publicity. The students of administrative questions will certainly watch with keen interest the reorganization of the department. The Board has the confidence of the public, excepting Father York. There is no city in the United States that offers a greater opportunity for administrative improvement. The introduction of these changes does not mean any decrease of thoroness on the part of the teaching force. Superintendent Webster is particularly an earnest advocate of definite teaching of the common branches. There is no disposition to neglect the regular work, and to make necessary a post-graduate school for the teaching of reading, writing, and arithmetic.—EDITOR.]

For half a century our school department has been struggling slowly towards the highest ideals in education. The struggle has been long and the improvement has been slow, for the laws under which we were governed made it impossible for our city to keep pace with the needed improvement in our public school system.

The Consolidation Act provided that twelve school directors should be elected every two years. They were nominated by political conventions, and secured their election by making either direct or indirect promises to reward certain persons who were instrumental in securing their election. No attention was paid to a man's fitness for the position, but men usually sought the place as a stepping-stone in their political career, or to advertise their particular business or profession, or for the purpose of placing their friends and relatives in the school department, or, we regret to say, for the sole object of increasing their yearly income. With the foregoing objects in view, is it any wonder that our school department does not take rank with the leading city school systems of our Union? For twenty-five years boards of education have come and gone, leaving very little impress upon the improvement of our school buildings, and still less impress upon the highest and best ideals in education. This is easily accounted for, when we consider the system which has been in use up to January 8th of the present year. As we are isolated from other large cities that are successfully solving many educational problems and are perfecting the administration of their school affairs, we are unable to profit by their experiences to any large degree. Never in the history of our country has so much thought been given to the problems of city school administration. The great mass of humanity are at last beginning to realize that the hope of our republic lies in our public school system, and that the vast majority of children now attending the public schools are residents of cities, and must receive their education and equipment in life thru the city school system.

While our new charter is not all that it ought to be educationally, at the same time it is an improvement over the Consolidation Act. The public school section which the Committee of One Hundred discussed and partially adopted was more satisfactory than the one finally submitted by the Freeholders. After investigation and careful consideration it was found that our city school system could not be considered independently from the state, and

that the general law must apply to our school department. As long as this opinion is held we cannot hope to reach an ideal school administration, for that which is best for our city would not be the best for the smaller towns of our state and the rural school districts. After all, it is not so much the laws that make for righteousness, but the persons who administer the affairs of state. The appointment, by the mayor, of a board of education consisting of four members, who are directly accountable for the administration of our public school system, fixes and centralizes responsibility. The charter also provides that this shall be a continuous body, one going out of office each year. No argument is necessary to prove the wisdom of this, for in past years the radical change of policy of school boards has almost wrecked our public school system.

* * * * * * * * *

For some time past the California Club of our city has conducted successfully a children's play-ground on the school lot located on Bush Street. I believe it is the duty of the municipality to equip and conduct children's play-grounds, and the school board has asked the supervisors to set aside $5,000 for that purpose. In many cities of our Union this has already been done, and the children's play-ground movement has been so successful that they have grown in number, and all cities that have tried the experiment have been exceedingly liberal in their appropriation for this purpose. It is hoped that the children's play-grounds of this city will be conducted in the best possible manner, not only as a place of recreation, but also as a place to develop the mental, moral, and physical nature of the child. This can be done by employing persons who have made a thoro study of children's games, and who can properly conduct and supervise this most important work.

Vacation classes for the poor children who are unable to go to the country are an outgrowth of the children's play-ground movement. These classes combine work and play in an admirable manner. A certain amount of time is devoted to games, and when the child tires of that, he turns his attention to manual training or sloyd. Nature-study has also been introduced in these classes, not as a set task to perform, but the observing of the habits of animals, the beauties of the flowers, and the study of the child's environment in a simple way. The girls are provided with all kinds of games, and certain times during the day their attention is turned to cooking and sewing. An equipment of this kind is not very expensive, and the cost of instructors not very great. Also, kindergarten children are not only taught to play together in harmony, but they are taught instructive games. Pretty songs are sung, beautiful pictures are shown to them, and delightful stories are told to them.

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The time has now come for the introduction of manual training and sloyd in our grammar schools. In years past, this most important branch of instruction has been spasmodically introduced, and I regret to say that in some cases those persons who were employed to teach manual training were not properly qualified for the work. As we visit schools from day to day,

and notice the tendency of boys to leave school at an early age, the Board feels that something must be done to awaken an interest, so that they will endeavor to remain in school. It is our plan to establish sloyd and manual training centers in different parts of the city, so that all grammar pupils can be accommodated. We have been exceedingly fortunate in securing the service of Mr. C. T. Work, of the Teachers' College of Columbia University. Mr. Work is highly qualified for the position he is called to occupy. He is a graduate of the state normal school of Indiana. Pennsylvania, the Boston Sloyd Training School, and now holds a fellowship in the Teachers' College of Columbia University. He has had a broad range of experience, extending over a period of twelve years,— in a district school, then in a graded school, two years as superintendent of public schools of an Eastern city, and seven years as an instructor in sloyd and drawing in the Colorado State Norma School, which position he now holds. Mr. Work, in his seven years as head of the sloyd and manual training of the Colorado State Normal School, has graduated many students who are now supervisors of sloyd in various cities, and for that reason we feel that his experience with teachers will be of great value to us in inaugurating this most important work. He is a man of pleasing personality. We have been guided in our selection by strong letters of recommendation from James E. Russell, dean of Teachers' College, New York; Charles R. Richards, director of manual training, Teachers' College, New York; James M. Canfield, ex-president of the National Educational Association; Nicholas Murray Butler, editor of the Educational Review, and head of the Department of Philosophy of Columbia University; Z. X. Snyder, president of the Normal School of Colorado. The letters of recommendation of Mr. Work were heartily indorsed by President Benjamin Ide Wheeler, President David Starr Jordan, and Dr. Frederic Burk. We believe that the Board has selected a proper person, and hope that the introduction of sloyd and manual training in our schools will benefit our entire department.

The time has passed when it is doubtful whether sloyd and manual training should be introduced in the grammar schools, for many of the leading cities of our country have incorporated it in their courses of study, and without an exception it has proven a lasting benefit to the boys that have had the opportunity to train their hands in conjunction with the training of their minds. It also has a helpful effect upon the development of the boy's character, and many a young man, who would have left school early in life, and been forced out into the world without a proper training, has been awakened and aroused to further pursue his course of study, and receive an education which would otherwise have been denied him, for his lack of interest in the school-work would have driven him into the streets. It is also well known that the mental training coming from a proper course of study in sloyd and manual training is equal to that which is derived from study in text-books.

Closely connected with the manual training for boys is the sewing for girls. It is intended that sewing, under the direction of principals, be introduced in the course of study, and while the boys in the grammar schools

are taking their lessons in sloyd, the girls will be occupied in sewing lessons. It is not merely what the pupil learns in the actual lessons in sewing, but this branch of instruction also develops the mind, interests the girls in school work, makes them more careful of the appearance of their clothing, and, above all, makes them more domestic in their tendency. This last result is exceedingly important, and especially is this true in city life, where the real idea of home, and the real love of home life, is deficient. The Board trusts that it will receive hearty co-operation in the introduction of sewing in the department.

Closely allied with manual training and sewing is the introduction of cooking. This we advocate most strongly, not only for the real educational value it possesses, but also for that most important reason, the training of the girls of our public schools in the affairs of real home life. This is very important, for all of us know that the average young woman of to-day looks with contempt upon the fact that some day she may have to be able to enter upon the real duties of a domestic career. Besides, we men folks appreciate the great importance of the proper teaching of cooking, and this would make many a home happier, many a man brighter, and many a life sweeter, if the wife of to-day really knew and appreciated good cooking. I would not disparage the seeking, on the part of the young women, for all the education possible, but at the same time with the acquiring of book-knowledge, and with the cultivation of the æsthetics, let them also have the ability to sew, to cook, and to make their home attractive, for this will induce many a man to acquire domestic habits.

The Board also intends to reorganize and strengthen the drawing department, for it thinks it impossible for one person to supervise the subject of drawing in primary and grammar schools. For that reason, and after carefully looking into the qualifications, the board has selected a Miss D. Beebe, a graduate of the Teachers' College of New York, and particularly trained for the position of supervisor of drawing. Miss Beebe has successfully taught drawing in the California School of Mechanical Arts, and comes highly recommended by Prof. Churchill, director of the Art Department of Teachers' College, Columbia University. She is also highly recommended by George A. Merrill, principal of the California School of Mechanical Arts; W. B. Elkins, Ph.D., instructor of psychology and education, Columbia University; F. M. Murray, professor of theory and practice of education in the same college; and Thomas S. Noble, principal of the Cincinnati Art Academy. Miss Beebe has also had experience in supervising and instructing in drawing in Eastern cities. Her work will be confined to the supervising of the primary schools and the assisting of the teachers.

While the laws of our state governing compulsory education are exceedingly weak, at the same time we believe much can be done to force parents to send their children to school. The census report of this year will reach nearly 80,000 children. The enrollment will probably be 48,000, and the average daily attendance 36,000. About 10,000 children attend private schools. By these figures you can notice the great number of children who

are running about the streets, receiving no education, except that of vice, and in a few years will be grown men, leading either a life of idleness or possibly of crime. Do you not think that it is necessary for our city to attempt to enforce the compulsory education law, for it is a duty that we owe to the state, to educate the children, so that in the future our republic will be sure to stand, and not be liable to be overrun by the ignorant and the vicious. The city of Boston has thirty-five truant-officers, and it must be said to the credit of that city that compulsory education is enforced. Boston has also assumed that it is the duty of the city to educate its children, and has in a number of instances taken children from their parents, and sent them to a truant school, where they were fed, clothed, and educated, and were returned again to their parents when reformed.

The most unique system of compulsory education in our country is in Detroit, Michigan.. This system has almost worked perfectly, and, briefly outlined, is as follows : A strong truant school is established under the most skillful and able management, teachers who have not only made a study of the proper methods of instructing in different subjects, but have also made a deep study of the child nature and life of the abnormally developed child, who is intent on disobeying the rules and laws of society, rather than obeying them. This school is in the center of the city. The truant-officers report there daily. Telephone connections are made from the truant school to all of the schools of the city, and each morning pupils who are absent are reported to the truant school, together with their addresses, and then the officers are sent in search of the truant. Parents co-operate in every way, for the compulsory education law is such that it can be enforced, and the punishment cannot be avoided.

The Board hopes some day to introduce a plan of compulsory education, by organizing a system of truant-officers, and also the establishment of a strong truant school.

Another improvement which the Board hopes to make is the reorganization of the teaching of physical culture. This subject is a broad one, and comprehends more than the visiting of the schools once in six weeks by a person who teaches a few gymnastic exercises. If this is all that physical culture really means, then the principals and class teachers can carry on the work just as well as a special instructor. We believe, however, that it has a broader and deeper significance, and is one of the most important reforms that can be introduced into our public schools. Physical culture has come to mean not only the development of the muscle of the child, but also a deep study of the diet, nervous condition, habits,— in fact, the entire nature of the child. Many systems of physical culture are advocated by different instructors, but we care not what system is used, so long as the desired results are attained. We, as teachers, are also profoundly interested in physical culture for our own personal benefit, for much advice and many admonitions can be given to us by one who is competent, and who has made a thoro study of the proper modes of living.

In speaking of nature-study, I am reminded of those beautiful lines of Tennyson, which read thus : —

"Flower in the crannied wall,
I pluck you out of the crannies;—
Hold you here, root and all, in my hand,
Little flower, — but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

In these beautiful lines the poet really appreciates the study of nature. Again, we have it in the words of the Bible: "Consider the lilies of the field, how they grow; they toil not, neither do they spin: And yet I say unto you, that even Solomon in all his glory was not arrayed like one of these." Here the wisdom of Solomon sinks into insignificance, compared to the beauties of the flower. I am also reminded of the great teacher Agassiz and the student Scudder, who, when given a fish to study, spent first a few hours studying it, and then returned to the master teacher. The student was sent back to again study the fish. Upon his return he was again sent back, until finally, by coming in real contact, and studying the real fish, the seeds of investigation were sown, and the strong powers of observation were cultivated, so that the student Scudder became the great naturalist and scientist, whose authority is now taken all over the civilized world. Suppose that Agassiz had given the student a book to read on fish, do you suppose for an instant that Dr. Scudder would ever have had a deep and lasting desire to search for himself the truths of nature? Nature-study is no fad, as it is the source of all knowledge and the foundation of real and true education. It seems a great pity that the children are deprived of the learning of the simple phenomena of nature, and it is a sad thing that in our crowded city life the real beautiful things that surround the child day by day are not seen by him, and that the period of his life which should be developed in observing the beauties of nature pass by unheeded, and in after life he goes through the world, not appreciating the real, true beauties that surround him. The great difficulty, however, in introducing the subject of nature-study is, that most of us have not been trained in biology, or in the proper methods of teaching nature-study. This the Board hopes to introduce by degrees, and we trust that all of us will make an effort to appreciate the real, true nature-study; for, in the words of David Starr Jordan, "nature-study should be taught in the public schools, for it is the real and true foundation of all knowledge." It is also an undisputed fact that the mental training derived from the study of a flower, the thoughtful observation of the habits of a cat, or of the close scrutiny of the life of an ant, has as much real mental training as a good deal of the nonsense that is now taught in arithmetic, grammar, history, etc. Besides, it furnishes a vast storehouse of composition-work, of oral recitation, and methods of awakening the talkativeness of the child.

Fellow-teachers, do not allow yourselves to be carried away with the thought that because you read from time to time in your classes about nature, that you are giving nature-study lessons. This not only is the improper way of teaching nature-study, but it also has a deadening effect upon the interest of the child.

The Board of Education has decided to assist and co-operate with the San Francisco State Normal in establishing and maintaining a model school. We believe that this work is very important, for much good can be accomplished, not only by the proper training of normal students, but also by the influence it will have over the teaching force of our city and state. The normal school faculty has come amongst us, not to in any way criticise or interfere with our school system, but to assist and help us in every way that it can to strengthen and improve our conditions. It is sincerely hoped that the entire department will take a deep interest in our State Normal School located in our city, and help in every way to have the next legislature re-enact a law giving to us a normal school building and a model training school, and an increased appropriation to maintain and to equip this most important branch of public education.

In conclusion, let us sum up what we consider the most important changes necessary for the improvement of our city school system. We would not have you understand, however, that these changes will be brought about immediately, but by degrees they will be introduced, thus strengthening and improving our department.

1. The centralization of responsibility in the principals.

2. Supervision of the schools, by experts, along certain lines, for the purpose of strengthening and improving all of us in our work.

3. Conducting the department on strict business principles.

4. The appointment of teachers to the department on merit, and not for personal or political reasons.

5. As far as is possible, the treating of all schools alike, giving each the same privileges and the same advantages.

6. A rational method of promotion of pupils.

7. The introduction of children's play-grounds.

8. The establishment of vacation classes.

9. The adoption of a course of study which shall not be too revolutionary, but along the lines of modern educational thought.

10. To devise a plan for overcoming the evils of the unyielding graded system.

11. The formation of a class for deaf mutes.

12. Manual training, including sloyd, cooking, and sewing.

13. The strengthening of the drawing department.

14. An attempt to amend the compulsory education law, by the establishment of a truant school, organized by teachers especially adapted for that kind of work, and also by truant-officers.

15. The reorganization of the teaching of physical culture, and placing it in the department on a proper basis.

16. As soon as possible, the introduction of nature-study in our department.

17. The board intends to assist and co-operate with the San Francisco State Normal School in establishing a model training school for the proper preparation of attending teachers, and also where we can go and receive new inspiration along the proper methods of instruction.

18. School buildings.

School Department.

CONDUCTED BY CHARLES H. ALLEN.

Some Thoughts on Teaching Arithmetic.

There is a quaint saying, that if one knows two things, he can solve any arithmetical problem capable of solution. One of these things is, What to do; and the other, How to do it.

A little thought will show that there is much more than a mere surprise in these two statements. They mark a distinction that should be clearly recognized in class-work. The What to do is a question of perception, judgment, and reason, and belongs to what may be called the logical part of the work. The How to do it is merely and solely the operative, or, if you please, the semi-mechanical, part.

A child can master the operative part of arithmetic with little difficulty and at a comparatively early age, if he is not at the same time burdened with the logical. In all operative work he should "learn to do by doing,"—that is, he should not be confused — and I use the word understandingly — with a mass of so-called explanations and reasons.

There are reasons — sometimes very attractive ones — for each step in the operative work. These, if the child is trained to observe closely, he will finally discover for himself. After he has fully mastered an operation, a slight amount of guidance will enable him to discern clearly the rationale of the work.

To illustrate: A class can be taught to divide one simple fraction by another, and to do it with considerable skill, in a single half-hour recitation. But I have seen a hundred teachers, in an institute, spend an hour in discussing the ways and means of making him *understand* the work. That discussion, before a class who were about to begin division of fractions, would have so confused as to completely "rattle" them, and they would have given up in despair. Fortunately, there was no class of learners present.

Now, suppose the subject-matter to be presented in three steps: First, to divide a fraction by an integer; second, to divide an integer by a fraction; and lastly, to divide one fraction by another. Let the *operation* in each step be thoroughly mastered, leaving out all explanations, but securing the right results in every case. Pupils can learn to do this *well*, and what a child can do well, he likes to do. Let him work scores of easy examples until the work is done with zest, each striving to secure the result *before* rather than from his neighbor.

After all this, a little time devoted to examining the whys and wherefores may be made exceedingly interesting and, if it is carefully done, profitable. The pupil is no longer troubled about the mere work, — that he can do, and so can give his whole mind to the analysis of processes. Of course,

he will find that they are all essentially the same; that the three ways of dividing a fraction by a fraction are all resolvable to one. This very discovery will give it all an added interest.

And upon this general plan all the *operations* of arithmetic should be taught. Use small numbers, the easiest combinations at first, but do not attempt to apply to the solution of problems until the operative work is mastered.

When the solution of problems is taken up, a new field is opened. In a problem, certain things are given and other things are required. If the problem is at all complicated, there are known relations — or relations that should be known — existing between the things given.

First, then, the child must learn to read the problem understandingly. Two thirds of the blunders in such work arise from the fact that the pupil does not clearly apprehend what is given and what is required. It is an excellent plan to use the last part of to-day's recitation in having the problems read aloud that are to be solved before the next recitation.

An observant teacher can easily discern whether they are well understood, by noticing how they are read, — noticing whether the emphasis is placed upon the proper words. Hundreds of times, in my own teaching, this has occurred.

The pupil says, "I cannot solve this problem. Will you give me some assistance?"

"Read it to me," is the reply.

It is read without emphasis, and in a manner showing that it is not understood.

"No; read it again: what is given here, and what is required?" A hint may be needed as to where the stress of voice should be placed; but when the question is fairly understood, the pupil says confidently, "O, *now* I can do it."

How much better the result attained is than it would have been had I solved it for him. Now he masters it himself, and becomes stronger; had I solved it, he would have copied my work, and received little or no benefit.

The What to do, in most problems, can, by the use of mathematical signs, be indicated. It is well to insist that this be done before the operative work begins. Let a statement be made that the pupil *knows* will, when reduced, bring the correct result.

In this way a broad distinction is made between the two kinds of work. The perception or apprehension of facts, the judgment or the reason, acts in determining the statement, and now in the reduction of the statement the pupil can use all the skill he may have acquired in operation.

In my tests, on a scale of ten I always gave eight credits for a correct statement.

The point I wish to make is this: It is rarely, perhaps never, wise to require both, at the same time, a close analysis and a somewhat difficult operation. And, in general, the operative work should be so well mastered that it can be done easily before the logical work should be attempted.

A Leaf from My Boyhood Experiences.

I have but now fiuished the reading of "The Trail of the Sand Hill Stag," by Ernest Seton-Thompson, in *Scribner's*. It is a most excellent article, both in subject-matter and style, and I wish it could be read to or by all the children in our grammar schools.

It reminded me very forcibly of one of my own boyhood experiences, which I will try to tell you, although I fully realize that it will not be half so well told nor prove half so interesting as the story referred to above.

My tather had set apart for me a small patch of ground that I was to care for, and the product of which I could have. It was situated some distance from the house, close to the edge of a neighboring wood.

After much study over the matter I planted a couple of rows of beans on the side next the woods, for string-beans were always in demand, and I thought they would produce well in the partial shade.

They came up well and grew vigorously, but I soon noticed that the outer row was being eaten off. One hill after another would disappear, and it looked as tho I should lose the whole planting.

In great concern I went to my father and asked him what was eating my beans.

"Woodchucks," he replied; "there's nothing but woodchucks that will eat beans."

Now, I knew woodchucks pretty well, or thought I did, for I had often heard them whistling, along toward evening, but I did *not* know how to protect my beans.

Father suggested that I watch for him and shoot him as he came out to feed. And he took down the old musket, the one that *his* father had used at Concord, and loaded it up with a "boy charge," for he well knew that these old muskets with a full load made a somewhat vigorous kick.

Cautioning me to be very careful in its use, he handed it to me and I started for my bean-patch. As soon as I had the gun in my hands I began to feel the hunter or savage instinct. I hardly think my hair bristled up, but I did feel a keen desire to slay.

And back of this hunter instinct was the feeling that the "old rascal," as I inwardly called him, was robbing me. What right had he to my beans? I had planted them, intended to hoe them, and I wanted the crop.

And so I worked myself up into a strong desire to slay the invader of my vested rights. If my hunter instinct needed any reinforcement it received it from this source.

Secreting myself behind a convenient stump, I patiently waited. Two nights in succession I spent an hour there, watching, nursing my wrath, and — thinking. What my thoughts were perhaps the sequel will tell.

On the third evening my patience was rewarded. Just as the sun was going down I saw, slowly peering over the bottom log of the fence, a pair of

small, bright eyes, a face that, as the dusk was coming on, looked wonderfully human, and a pair of paws that seemed almost like baby's hands.

It was a good shot, and yet I dreaded to shoot. Slowly I raised the old musket, and resting it on the top of the low stump, looked along the barrel toward that small face.

The longer I looked, the more human, the more pleading, it appeared. It seemed to say, "Can't I have just a few beans for my supper? You have dug up and destroyed all the ground-nuts and crinkle-root upon which I used to feed, and there is nothing left."

It was, perhaps, a foolish whim, but I could not fire at him. I drew the musket back, carefully let the old flint hammer down upon the pan, and started homeward.

On reaching home, father called out:

"Did you get your woodchuck this time? I didn't hear you shoot."

"No, father," I replied; "I guess there are beans enough for one poor woodchuck, and for us too."

He laughed heartily, but consoled me by saying, after I had told him all about it:

"Well, my boy, I guess you'll do."

And to this day I am glad I did not kill that woodchuck.

Of course I had never read the eloquent, tho somewhat mythical, plea that Daniel Webster is said to have made on that notable woodchuck trial, but I had a good many of the feelings that he so vividly portrays.

Perhaps but few California children have seen a woodchuck (marmot). I have, however, seen fine ones in the high Sierras. One name applied to the woodchuck is ground-hog. They are burrowing animals, not very destructive, and I remember that my older brothers used to tan woodchuck skins, afterward cutting them into strips from which they braided whip-lashes. They were sometimes caught in steel traps, which were placed in their holes, and sometimes an organized party would dig them out. This was rather an arduous task, as the holes were often in hard ground or among rocks.

Their flesh is sometimes used for food, but has rather a strong, unpalatable flavor.

Educational Questions, by W. C Doub, A.B. (Stanford University), county superintendent of schools for Kern County, has just been published by Whitaker and Ray. This book discusses some of the evils of the present school system, and points out the remedy, without any of the bewildering detail that sometimes characterizes a work of this kind.

Contes Bleus, par Edouard Laboulaye, is a book of charming little tales, simple and clear in language, novel in theme, and abounding in arch reflections and humorous touches Edited by C. Fontaine, B.L., Lit.D., Director of Romance Languages Instruction in the High Schools of Washington, D.C. Price 40c. D. C. Heath & Co., publishers, Boston, Mass.

History of English Literature, by Reuben Post Halleck, M.A. (Yale), will receive a hearty welcome, as it furnishes a concise and interesting text-book of the history and development of English literature from the earliest time to the present. Only sufficient facts of an author's life are given as to make students interested in him as a personality, and to show how his environment affected his work. The book contains many excellent illustrations, and a unique and instructive literary map of England. Cloth, 12mo, 499 pages, illustrated. Price $1.25. American Book Company, New York, Cincinnati, and Chicago.

Articles in the May Magazines.

NOTE. — This is not a hastily prepared list of articles taken from the index. The articles have all been read, and found to contain much that the teacher should know and can make useful. Many of our teachers, especially in rural districts, do not have the run of the magazines, but from this list can select such articles as treat of subjects in which they are interested, and, if they like, order the magazine from the nearest dealer. Most of them are on sale at reasonable rates, and no teacher will regret buying one, who is guided by this list.

ATLANTIC MONTHLY. — School Reform. (Hugo Munsterberg.)
The Experimental Life. (C. H. Henderson.)
Nations and the Decalogue. (H. D. Sedgwick.)
The Father of English Prose Style. (J. H. Gardiner.)

CENTURY. — The National Zoo at Washington. Concluding paper. (Ernest Seton-Thompson.)
A Literary Shrine — The Home of Wordsworth. (Professor William Knight.)

SCRIBNER'S MAGAZINE. — Some Picturesque Sides of the Exposition. (E. C. Peixotto.)
Rapid Transit in New York. (William Barclay Parsons.)

REVIEW OF REVIEWS. — The Military Leaders of the Boers.
The Author of "Lorna Doone." (R. W. Sawtell.)

THE FORUM.—Uncle Sam's Legacy of Slaves in the Philippines. (Henry O. Dwight.)
John Ruskin. (William R. Longfellow.)
The United States and the Future of China. (William W. Rockhill.)

NEW ENGLAND MAGAZINE. — The Founder of Arbor Day — Dr. Northrop (Ellen B. Peck.)

POPULAR SCIENCE MONTHLY. — A Bubble-blowing Insect. (Prof. E. S. Morse.)
The Negro Since the Civil War. (N. S. Shaler.)
International Law and the Peace Conference. (James H. Vickery.)
Mount Tamalpais. (Marsden Manson.)
A Hundred Years of Chemistry. Concluded. (F. W. Clarke.)

NORTH AMERICAN REVIEW. — The Great Siberian Railway. (M. Mikhailoff.)
A Neglected American Poet—George Alfred Townsend. (Montgomery Schuyler.)

THE CRITIC. — Representative American Women Illustrators: The Child-Interpreters. (Regina Armstrong.)

HARPER'S MAGAZINE. — From a Winter Note-Book. (Rudyard Kipling.)
The Art of E. A. Abbey. (Henry Strachey.)
The Problem of Asia. III. (Capt. A. T. Mahan.)

EDUCATION. — The University of American Life. (Rev. A. D. Mayo.)
Scientific Temperance Instruction. (Hon. Henry Sabin.)
Original Investigation in Normal Schools. (Fred. E. Bolton.)
The Elective System in High Schools. (Charles C. Ramsay.)

INLAND EDUCATOR. — Educate for Citizenship. (William H. Wiley.)
Address of Francis W. Parker on Twenty-fifth Anniversary of the Quincy Movement.
Nature-Study — Birds. (D. W. Dennis.)

SCHOOL REVIEW. — Higher Ideals in Secondary Education. (Frederick Whitton.
Literary Study and Character Formation. (Edwin L. Miller.)

A Smaller History of Rome, by William Smith, D.C.L., LL.D., has been thoroughly revised by A. H. Z. Greenidge, M.A. Valuable additions have been made, including the results of recent historical investigations. All the maps, and a larger portion of the illustrations, have been especially prepared for this volume. Cloth, 12mo, 371 pages, with colored map, plans, and illustrations. Price $1.00. American Book Company, New York, Cincinnati, and Chicago.

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The biennial convention of the City and County Superintendents will be held at San Jose, August 28th, at 10:30 a.m.

Surplus After an Eight Months' Term.

The wording of section 1621 of the Political Code does not seem clearly to express the intended meaning, but I interpret that portion of it up to the proviso to indicate a sort of premium or reward to districts that have their financial affairs managed so as to have a balance left after an eight months' school has been maintained. This reward is that such balance may be expended for any legitimate school purpose, outstanding claims having preference. I am of the opinion that such balance or surplus of county funds may be expended for books, apparatus, repairs, or improvements as in the judgment of the board may be deemed needful, provided that such books and apparatus have been adopted by the county board of education.

Regarding Census Marshals.

There is no provision in the law for filling the vacancy in case of resignation or death of a census marshal.

The trustees are required to have the census taken, and are under penalty, as provided in section 1624 of the Political Code for failure to appoint a census marshal at the proper time. The county superintendent is authorized to appoint a census marshal only in case of an incorrect census report being made to him.

It would therefore seem, in the absence of any law bearing directly on the question of resignation or death of census marshal before the school census has been taken, that the board of trustees may legally appoint to fill such vacancy under the general provision of section 1611 of the Political Code, which stipulates that every school district shall be under the control of a board of school trustees.

A Teacher's Right to Sell Books, Etc.

My opinion is that section 1870 applies to a teacher only while he is teaching or under contract to teach.

When the term and contract by which the teacher was employed has expired, such teacher, in my judgment, is to be considered free from all restraint of the law relating to teachers, and has the right to engage in any business, the same as any other citizen.

No Renewal of State Educational Diplomas.

The law does not authorize the state board of education to renew state educational diplomas, nor is it the custom to grant such a document to a teacher the second time.

Location or Change of Location of a Schoolhouse Site.

The location or change of location of a schoolhouse site is determined by a vote of the electors of a school district. A majority vote is sufficient to locate in the first place; two thirds of all votes cast are necessary to change a location. (See subdivision 19 of section 1617.) The terms "voter" and "qualified elector" are synonymous. Section 1083 of the Political Code defines a voter. Section 1600 of the same code prescribes the oath to be administered in case of a challenge. The amended law of 1899 relating to registration requires electors or voters to be registered forty days prior to the day of election.

Primary and Grammar Grade Schools.

The grading of schools or school districts into primary and grammar grade schools is a matter entirely within the discretion of the county superintendent. It is unfortunate that there is no uniform rule thruout the state to govern superintentents in the discharge of this duty. The only stipulation is that the superintendent must grade the schools of his county in the month of July of each year and make a record thereof in a book to be kept for that purpose. The chief object in so grading the districts or schools is to determine what certificated grade of teacher is eligible to teach any particular school.

Life and Educational Diplomas.

It has been settled by competent authority that all California life diplomas issued prior to January 1, 1880, rank as high school life certificates. State life and educational diplomas issued since January 1, 1880, excepting those granted upon high school certificates and designated as high school life and educational diplomas, are to be considered diplomas or certificates of the grammar grade.

Experience in Evening Schools.

There can be no real distinction between the character of experience in teaching in public day schools and public night schools. But teaching experience in months as required for life and educational diplomas is justly and properly construed to mean a number of months of twenty days each, and a day's teaching may reasonably be construed to mean a period of not less than four hours. Teaching for an evening in a night school is by common practice meant to be a period of not more than two hours.

Therefore, in fairness, a month's experience in night or evening schools should count for but half a month of experience in day schools.

Authority of School Principal.

Regarding the question of authority of the principal of a school over assistant teachers, the State Board of Education, which, by the authority conferred upon it by section 1521 of the Political Code, has power to adopt rules and regulations not inconsistent with the laws of the state for the government of the public schools, adopted, on May 13, 1899, the following rule, to wit:

"In schools of more than one teacher, the board of school trustees or city board of education must designate one of the teachers as principal, who shall have general supervision of the entire school; provided, that nothing in this rule shall be construed to prevent boards of trustees and boards of education from selecting a principal to supervise the work of two or more schools in one district."

This implies that assistant teachers shall be governed by the directions of the principal.

THOS. J. KIRK,
Superintendent of Public Instruction.

Supreme Court Decision in Reference to Certification.

TEACHERS' CERTIFICATES — ISSUANCE WITHOUT EXAMINATION — DISCRETION OF BOARD — SECTION 1775, POLITICAL CODE. — Section 1775 of the Political Code, providing for the issuance, by boards of education, of teachers' certificates of high school grade to holders of California State University diplomas, when recommended by the faculty of the university, is not mandatory upon the board, requiring it to issue such a certificate upon the mere presentation of the diploma with the proper recommendation. The matter is discretionary with the board.

Appeal from Superior Court of Tulare County.
For Appellants, T. B. HOWARD.
For Respondent, E. T. COOPER, E. W. HOLLAND.

Filed April 30, 1900.

IN BANK.

ALYS L. KEMBLE, Plaintiff and Respondent, vs. J. S. MCPHAILL *et al.*, constituting the Board of Education of the County of Tulare, Defendants and Appellants.	Sacramento, No. 508.

This is an appeal from the judgment in an action brought in the Superior Court of Tulare County, by respondent, to obtain a writ of mandate against the appellants, composing the board of education of said county, to compel them, as such board, to issue to respondent a teacher's certificate of the high school grade. The basis of her application is found in section 1775 of the Political

Code of this state, which in part reads as follows: "The board may also, without examination, grant county certificates of either the grammar or the primary grade to the holders of life diplomas of other states; Nevada, Oregon, and Washington state educational diplomas; San Francisco normal class diplomas, when recommended by the superintendent of public schools of said city; California State University diplomas, when recommended by the faculty of the university; state normal diplomas of other states; grammar grade certificates of any county or city and county of California; and county certificates of the high school grade to holders of California State University diplomas, when recommended by the faculty of the university."

The respondent is the holder of a California State University diploma, and recommended by the faculty of the university, and it is contended by her that the word "may," in the aforesaid provision of law, should be construed as "must," and for that reason the provision is mandatory, and, upon application being made to a county board of education by the holder of any diploma or certificate mentioned therein, it becomes the duty of such board to issue a certificate to the applicant. In other words, it is contended that the county board of education has no discretion in the matter of issuing certificates in any of the cases mentioned in that portion of section 1775 above quoted.

In speaking as to the question of construction of the word "may," when used in a statute, it is said, in the American and English Encyclopedia of Law, volume 14, page 979: "It has always been construed 'must' or 'shall' whenever it can be seen that the legislative intent was to impose a duty, and not simply a privilege or discretionary power, and where the public is interested, and the public or third persons have a claim *de jure* to have the power exercised. But it is only where it is necessary to give effect to the clear policy and intent of the legislature that it can be construed in a mandatory sense, and, where there is nothing in the connection of the language or in the sense and policy of the provision to require an unusual interpretation, its use is merely permissive and discretionary."

Tested by the foregoing rule, we see nothing whatever in this act to demand any unusual interpretation of the word. We do not see that it is at all necessary, in order to give effect to the clear policy and intention of the legislature in enacting this statute, that it should be construed in a mandatory sense. We cannot see that the legislative intent was to impose a duty upon the board of education of granting certificates under the aforesaid circumstances, but it is rather made quite plain that it was the intention of the legislature to extend to the board a privilege or discretionary power as to the issuance of this class of certificates. Neither do we see that the public is interested, or has any claim in the matter, or that third persons have a claim *de jure* to demand an exercise of the power.

Words similar to that here under consideration, when used in a statute, should be given their usual and ordinary meaning, unless in exceptional cases. Ordinarily, there is a great difference in the meaning of the words "may" and "must," and this statute will have effect, and a broad effect, by giving this word "may" its ordinary and common meaning. As said in Robinson vs. Southern Pacific Co., 105 Cal. 545, "We see nothing here demanding the construction claimed. It is not plainly manifest that the legislature so intended. It is not manifest at all. The clause is full of meaning, reading it as it appears to the eye, and is entirely consistent with other portions of the section. If we should interpret 'and' as 'or,' an entirely different meaning would be given the provision. This would be judicial legislation, pure and simple."

Among other matters, section 1771 of the Political Code, referring to the powers of county boards of education, declares, in subdivision 3: "To examine applicants and to prescribe a standard of proficiency which will entitle the person examined to a certificate, and to grant certificates of three grades," etc.

Under this provision of the law, county boards of education not only have the power to fix the percentage of proficiency justifying the issuance of certificates to applicants to teach, but as to certain classes of certificates they have the power to enumerate the particular branches of learning upon which the applicants must be examined. It is thus apparent that not only the standard of proficiency may be different in various counties of this state, but that the various branches upon which the applicants are examined may also be different. If the word "may," in this provision of the statute, be construed as mandatory, it will necessarily follow that the holder of a certificate issued by the board of education of one county in the state, upon presentation to a board of education of any other county, would justify and demand the issuance of a certificate to the applicant in that county without further examination. The obvious result of this would be that the particular county in the state fixing the lowest standard of proficiency, and the least number of branches of study upon which to be examined, would absolutely fix the standard in all the other counties of the state. For, if a certificate issued to the applicant in that county is *ex necessitate* good upon presentation in every other county in the state, then the practical operation of the law would simply be that such board of education would enjoy the privilege and be burdened with the labor of examining all applicants in the state who desired to follow the profession of teaching. In other words, that county would be the Gretna Green for all parties in the state desiring to enter the profession of pedagogy. It is perfectly obvious that the result would be that the duties of all the other boards of education in the various counties, under this construction of the law, would be simply ministerial, — namely, granting certificates upon the presentation of other certificates from this aforesaid most lenient and liberal board of education. Such, certainly, is not the policy of the law, and certainly was not the intent of the legislature.

By virtue of section 1503 of the Political Code, the county boards of education are required to issue certificates to graduates of the various state normal schools of this state. In this provision of law the legislature very properly used the verb "shall." As held in Mitchell vs. Winnek, 117 Cal. 520, that is a mandatory provision; yet it is now sought, by the construction here contended for, under the very general provisions of the aforesaid section 1775 of the Political Code, to place all the state normal schools of the United States in the same category with the state normal schools of this state; for diplomas issued by state normal schools of other states possess the same verity and value as the diploma which is presented by this respondent. This would seem to be hardly fair to our own state educational institutions, and, in the absence of a manifest intention that such should be the effect of this law, we certainly are not inclined to so hold. We also find life diplomas issued by other states of the Union, and also Nevada, Oregon, and Washington state educational diplomas, standing upon the same footing and possessing the same value as life diplomas and educational diplomas issued under the law of this state. Such liberality upon the part of our legislature in extending favors to the teachers of other states will not be declared, in the absence of a plain intention to that effect upon the part of that body.

For the foregoing reasons we conclude that the language of section 1775 of the Political Code is not mandatory, but plainly permissive and discretionary, and for that reason it is ordered that the judgment be reversed, and the cause remanded with directions that the proceedings be dismissed.

GAROUTTE, J.

We concur:

TEMPLE, J.
MCFARLAND, J.
VAN DYKE, J.

The Story of How School Books are Adopted.

This is a recital of the recent adoption of books for primary, grammar, and high schools in the state of Washington.

The state of Washington provides that once in five years the State Board of Education shall select books for the common schools. The State Board consists of the Superintendent of Public Instruction, and four additional members appointed by the Governor. The Board, at the meeting on May 7, 1900, consisted of Superintendent of Public Instruction F. J. Browne; the superintendent of Kings County, W. J. Meredith; the superintendent of Snohomish County, R. E. Friars; the superintendent of Yakima County, F. H. Plumb; and the principal of the schools of Dayton, J. L. Dumas. These five men had to select books represented by fifty-five bids. In addition to the bids, the following personal representatives were on the ground:—

J. D. Williams	Maynard, Merrill & Co.
John Knox	Silver, Burdett & Co.
Mr. Goho	American Book Company.
Mr. Macrun	Christopher Sower & Co.
Mr. Washburn	G. & C. Merriam & Co.
Caspar Hodgson	D. C. Heath & Co.
Messrs. Barnes and Gilsen	Ginn & Co.
Ira L. Eaton	Eaton & Co.
A. W. Hobson	Scott, Foresman & Co.
Mr. Rowlen	Woodward, Tiernan & Co.
J. N. Hunt	Butler, Sheldon & Co.
Mr. Ainsworth	Ainsworth & Co.
Mr. McCord	Rand, McNally & Co.
Mr. Pugh	Werner School Book Company.
E. F. Goodyear	Macmillan & Co.
Mr. Hohenshell	Crane & Co.

In addition to these, the Westland Publishing Company had many interested people present, including Dr. Krohn, Carrie Shaw Rice, Mr. Hollenbeck, A. L. Sutton, Mr. Blankenship, and representatives of the Typographical Union.

The beginning of the fight, however, dates back for a number of years. In fact, the prejudices created against certain publishing houses in 1890 and in 1895 were important factors in determining the results of 1900. Long before the Board met, Hodgson, Pugh, McCord, Williams, Goho, and others had visited the members of the Board in various parts of the state. Sample copies were left, the merits of their books pointed out, and the demerits of the books of other publishers shown. Each member had been thoroly canvassed before the formal meeting of the Board. There was, however, an absence of committal. None of the bookmen had positive assurance that his books would be adopted. The only encouragement that seemed to be given out were expressions like these: "Yes, I have used your book, and know it is good"; or, "I do not like the arrangement of the text"; or, "Your

book meets my ideas better than any one I have examined." If members talked freely and with much candor and friendliness, the bookman at once believed that he had a friend on the Board.

There was, however, all the way thru, a total absence of assurance; and well there might be, for the members of the Board did not know how the vote would be until within twenty-four hours of the time it was taken.

The members of the Board were known as men of integrity. There were rumors of purchase and sale, but in no case did it affect members of the Board. The purchase of influence was among the bookmen themselves. For instance, there were attempts on the part of certain firms to combine on certain books, and in some cases the combination was made, but proved ineffective.

There was an incident where the telephone was used to offer a position to a member of the State Board, and at the same time to request his vote for certain books. One firm offered a big price for a certain competitor to take his books and go home. He went.

The representatives of the Eastern publishing houses, however, were, as a rule, honorable men, brainy fellows, and in personal address, manner, and ability were equal to the leaders of men in any profession or trade. The worst feature of the entire adoption was the negative attitude toward their work. The persistency with which they looked after the demerits of the other fellow's books seemed to overshadow the merits of their own. They should attend, in a body, some kindergarten school of ethics.

That which made the fight of peculiar interest was the influence of the local publishing company, the Westland. Superintendent Browne believed in local publication. First, he believed that books could be published equal in merit and less in price than those offered by Eastern publishers; second, that the publication of the books in Washington would give employment to many people, and help build up the arts and crafts of the Greater West. He was in earnest in believing that raw material, whether brains or labor, of the state of Washington should be utilized in home manufacture. He is a builder. He had the same story for every one. "The books by the local publishing company have my preference, provided they are of sufficient merit." It was found, however, that a number of the books were too hastily prepared, and the fight against them so bitter, that, after discussing the matter for six days, the following books were adopted: —

For Common Schools.	Exchange Price.	Retail Price.
Arithmetic. — Walsh's Primary (D. C. Heath & Co.)	$0 15	$0 30
Walsh's Grammar School. (D. C. Heath & Co.)	32	65
Reading. — Lights to Literature (two books). (Rand, McNally & Co.) New Century (four books). (Rand, McNally & Co.)	65	1 62
Language. — Woodward and Tiernan Language Lessons. (Woodward, Tiernan & Co.)	10	35
One-book Course — Reed and Kellogg. (Maynard, Merrill & Co.)	23	60
History. — Primary — Mowry. (Silver, Burdett & Co.)		60
New Era — Burton. (Ira T. Eaton & Co.)	30	80
Civics. — "Why We Vote." (Westland Publishing Company.)	10	50
Dole. (D. C. Heath & Co.)		80

SPELLING. — Hughes's Graded Spelling Book. (Westland Publishing Company.)	5	20
WRITING. — Primary Grades — Natural System; Vertical. (D. C. Heath & Co.)		
Grammar Grades — St. John's Tablets. (Westland Publishing Company.)		64
PHYSIOLOGY. — Krohn's Graded Lessons. (Westland Publishing Co.)	20	75
GEOGRAPHY. — Harr Wagner's New Pacific. (Westland Publishing Company.)	35	80
Total for first eight grades	$2 45	$8 59

HIGH SCHOOL ADOPTIONS.

ENGLISH. — First Year — Skinner's Studies in Literature. (J. H. Miller, Lincoln, Neb.)

Second and Third Years — Herrick and Damon's Rhetoric and Composition. (Scott, Foresman & Co., Chicago.)

SCIENCE. — Physics, Chemistry, Botany, Zoölogy, Psychology, and Political Economy are left to the option of the local districts.

HISTORY. — United States — McLaughlin's. (D. Appleton & Co., New York.)

European — Adams's. (Macmillan & Co., New York.)

CIVIL GOVERNMENT. — Fiske's. (Houghton, Mifflin & Co., Boston.)

GEOGRAPHY. — Tarr's Physical. (Macmillan & Co., New York.)

LATIN. — Second-Year Latin — Ginn & Co.'s Course. (Ginn & Co., Chicago.)

The remainder of the Latin readopted.

The arithmetics, edited by Mr. Hollenbeck, published by the Westland Publishing Company, were excellent, but were defeated. The readers, by Carrie Shaw Rice, published by the Westland Publishing Company, were also defeated. They showed great care in preparation, excellent judgment in the material, well graded, and books that, if put on the market, will win their way.

The climax was reached May 12th, at 11:30. The bids were read in the Superintendent's office. The awards meant thousands of dollars to the winners. The men took defeat with evident good nature, and the successful ones lingered a few days to make out their bonds and close up the contract with the state.

A thoro examination of the books leads to the conclusion that Superintendent Browne and the State Board of Education have given to the state an excellent series of books at a very low cost.

Dictionary of Mythology. Edited by Edward S. Ellis, M.A., author of the Young People's Standard History of the United States, and Common Errors in Writing and Speaking. This book contains a description of one thousand mythological characters, and is the youth's dictionary. Adapted to high schools, private schools, and academies. Hinds and Noble, publishers.

Lessons on Morals, by Julia M. Dewey, author of How to Teach Manners, and Ethics for Home and School, is arranged for grammar schools, high schools, and academies, and will enable the teacher to make clear to the minds of the pupils, by clear-cut, common-sense conversations and discussions, that moral subjects have a place in a system of knowledge, and that putting this knowledge into practice is essential to happiness in life. The material contained in this book is such as will come within the comprehension of the young who are beginning to emerge from childish things. For ethical training, nothing can be better suited than Lessons on Morals. Hinds and Noble, publishers, Cooper Institute, New York.

REVIEWS.

There are women old enough frankly to tell their ages, and some bald-headed men, who commenced teaching in California, under the tuition of John Swett's "Methods in Teaching." It was helpful and useful to them, in their first district school experience many years ago, and they have grown old in the service. But John Swett has not grown old. His new book "The Public Schools" (American Book Co., 1900), is a freshly-laid pedagogic egg, and it smells of new mown hay. It is intended, the author states in the preface, "for the great body of American public school teachers, and, incidentally, for library use." Consequently, covering a wide range of topics, it is necessarily brief, and gives only the gist of facts. But even in its brevities, it is up to date, and while giving safe advice in a homely, sensible way, nevertheless finds a place in every paragraph suggestively to point out the graneries, by modern references, of fuller information. The book is divided into two parts. The first deals comprehensively in 171 pages with the history of the American school system, beginning with the colonial school, and ending with the "Educational Outlook for the Twentieth Century." Everything is touched briefly, but in all essential features it is all there. Part II breathes the same simple, direct, and conversational spirit, familiar to many of us in the "methods." But it is fresh. Mr. Swett deals with the simple, practical problems which confront many teachers daily, and from the wealth of his personal experience and well-digested reading of psychology and modern pedagogy, gives his healthful and helpful advice to the point.

Professors O. P. Jenkins and Vernon L. Kellogg have had issued in book form their articles upon "Lessons in Nature Study" which have been published serially in the WESTERN JOURNAL (Whitaker and Ray, 1900). The book is strongly bound, and in this collected form will be more serviceable for use by the teacher. The great value of Dr. Jenkin's contributions is their spirit of hard, common sense. He is not carried off his feet by the emotionalism which afflicts so many who attempt to recommend work in nature study. Moreover, the work recommended is not a dream idyl, but has all been practically carried out in the school-room, in the public schools of Oakland, under supervision of Miss E. B. McFadden (now instructor in the San Francisco Normal School). It is to be regretted, however, now that Dr. Jenkins has put these practical lessons into the dignity of book form, that he does not take advantage of the opportunity to make them pedagogical instead of giving us mere dogmatic directions where pedagogical illumination ought to be. We have been surfeited with nature study lessons made up of nine parts pedagogy and one part nature (both of poor quality), and it is unfortunate that now we have in this book good nature material, the two elements should be mixed in the proportion of ten parts nature and no parts pedagogy. Dogmatic directions were once accepted as pedagogy, and so astrology was once accepted as science. But both have passed. For example, Dr. Jenkins insists, very truly we believe, that with primary children, the work must be fragmentary and cannot be given in any systematic and logical arrangement by sequence. Now, this is wisely revolutionary. But it is mere anarchy unless we have some pedagogical explanation given other than the mere dogmatic dictum that this is the way to do it. Surely, Dr. Jenkins, in undertaking to write a pedagogical book, is not unaware that there is now something of a subject of pedagogy. Natural science is not the only child who has obtained a new suit of modern clothes in the past half century. Dr. Jenkins' presentation is a marrying of the quick and the dead, wrapping the fresh and living material of modern education with the decayed methodology of a backwoods normal school. If nature study is to find legitimate place in the school-room, it must show its pedagogical passports, written as plainly as the facts of science, which it offers. In this year of our Lord, 1900, the intelligent teacher has a right to a pedagogical presentation instead of a dogmatical one, just as the modern scientist has a right to a presentation by the scientific method instead of his former astrological method. Nature study, dogmatically presented, is merely a list of barren devices for amusing children upon a rainy day. It may be wrong to count the legs of a dead grasshopper, and right to study his living function, but to handle the subject intelligently the teacher must be informed as to the pedagogical principle involved, otherwise, she is liable to stumble into a pitfall the moment she gets upon ground not specifically treated. Now, we believe that, intuitively, Dr. Jenkins has given us something more than happy devices. But for the mass of teachers who use them, not always gifted with the same intuitions, they must be only happy devices unless Dr. Jenkins will give them a pedagogical setting. We believe that the material and method can be substantiated in the main, by the soundest pedagogy and psychology. Nothing is more convincing, after a perusal of this book, than that there is an immediate and crying need for a science of pedagogy to make profitable the drippings from the scientific stew-pan. Moreover, our teaching body has reached that stage in intelligence that it no longer mistakes dogmatism for pedagogy, just as the scientist no longer mistakes dogmatism for science.

THE EXAMINER'S FIFTEEN BOYS.

The Examiner will send fifteen boys to the great National Conventions. They will have a fine time, and learn much about our country. It is hoped they will see the great good, and, as President Wheeler says, "the great bad," in our national politics. The editor of the JOURNAL is sorry for the several thousand boys who tried and failed. Examination as a test of fitness to go on a jolly journey is "not fair, anyway."

SAN FRANCISCO, June 1, 1900.

To the Editor of the Examiner—SIR: We, the undersigned, have examined the papers submitted to us by all the county boards of examiners in the National Conventions competition; and in our judgment the following are the best fifteen of the competitors, the names being arranged in order of merit:

1. RALPH E. WALSH, Salinas, Monterey County.
2. MAURICE VAN WORMER, Paso Robles, San Luis Obispo County.
3. EDMOND D. COBLENTZ, Santa Maria, Santa Barbara County.
4. RICHMOND TURNER, Stockton, San Joaquin County.
5. HART GREENSFELDER, 2123 Pine Street, San Francisco.
6. MARION L. COOPER, 2116 California Street, San Francisco.
7. LAWRENCE BUFFORD, 1814 Sutter Street, San Francisco.
8. REGINALD KITTRELLE, Santa Cruz, Santa Cruz County.
9. E. P. ALDERMAN, Santa Clara, Santa Clara County.
10. HENRY D. DEWELL, Fresno, Fresno County.
11. WILLIAM MCPHERSON, McPherson, Orange County.
12. OSCAR STANAGE, Westley, Stanislaus County.
13. JESS E. STEPHENS, 1134 East Twelfth Street, Los Angeles.
14. GEORGE W. LAUDER, St. Helena, Napa County.
15. JESSE EUGENE CAMPBELL, Center District, Lassen County.

DAVID STARR JORDAN,
BENJAMIN IDE WHEELER,
ROBERT E. KENNA, S. J.,
THOMAS J. KIRK,
JAMES D. PHELAN,
State Board.

Owing to the rapidly increasing demand for their Standard Water Color Paints for school use, the Milton Bradley Company has lately rebuilt and greatly enlarged its facilities for the manufacture of these paints. The Bradley system of color is based on spectrum standard, and seems to be the only logical system of color instruction yet devised for the schoolroom. This well-known firm has recently established a large branch house in San Francisco for supplying its extensive line of school aids to the schools and teachers of this Coast. They will shortly have ready a handsome new catalog for distribution to teachers.

There will be a summer session in the San Francisco Normal School. The lecturers are C. C. Hughes, city superintendent of Alameda; Dr. T. B. Dresslar of the department of education in the State University; Dr. O. P. Jenkins, professor of physiology in Stanford University; Dr. Vernon Kellogg, professor of entomology in Stanford University; and Frederic Burk, president of the San Francisco Normal School.

The burning of Lafayette School, San Francisco, June 5th, demonstrated the effectiveness of the fire drill, also the excellent control of Miss Casey, the principal, and her corps of trustees.

Superintendent Howard L. Lunt, of San Bernardino, has been elected superintendent of the Riverside schools.

J. A. Churchill has been elected principal of the Oregon State Normal School at Weston, vice D. V. Reid.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

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HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

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The Official Organ of the Department of Public Instruction of the State of California.

Vacation means to some teachers a period of enforced idleness, without pay; to others, it means opportunity for self-improvement, mentally and physically; to others, rest; to others, rust.

* * *

Dr. Elmer Ellsworth Brown is the author of many effective educational epigrams. In a recent address to the San Francisco teachers he gave the following, which has enough vitality in it for a half-dozen: "The worst teacher is the one who is bad and continues to grow worse. Next to the worst teacher is the good teacher who does not grow any better."

* * *

President Benjamin Ide Wheeler has issued a circular on the financial needs of the University of California. The problem of creating public sentiment in favor of more liberal support has been reduced to a simple proposition by the administrative qualities of the new president, and by the conservative management of the board of regents. We believe that all that will be necessary in order to establish the permanent fund that is required to maintain the university and meet the demands of continuous growth, is the proper kind of publicity as to the requirements. The University of California must ever be typical of the state's most generous and liberal policy. Our asylums, our homes for the feeble-minded, and our penitentaries are better representations of modern architecture than the university buildings. Mrs. Hearst has provided a remedy for this. The state must in its support for the internal affairs of the institution be as liberal as its private citizenship.

* * *

The Western Journal of Education has the largest school on the Coast. The five thousand readers represent the pupils, the contributors represent the teachers, and the editor gives advice and the diplomas. Arrangements are now being completed to make the JOURNAL, with the beginning of the school year, more helpful and of higher standard than before. During the past six months subscriptions have been received from Eastern states and even from European countries. The present form commends itself to those who desire to have it bound, or to preserve it for future reference. It is one of the few educational journals that recognize that our lives should be regulated so that each day should have its helpful recreation, hence it will be issued in July and August. The present number celebrates its fifth year of existence. The first issue was in June, 1895. At that time it had two subscribers, Earl Barnes and Frederic Burk. It now goes to every school district in California and to over thirty states in the Union.

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The National Educational Association, Charleston, S. C., July 7–13, 1900. John Swett, State Director, Martinez, Cal.; Irwin Shepherd, Secretary, Winona, Wis.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. Fitzgerald, Secretary.

Northern California Teachers' Association, Marysville, November 1, 2, 3. F. S. Reager, President.

TEACHERS' INSTITUTES.

Trinity County, June 20, 21, 22. Lizzie Fox, Superintendent.

MEETINGS.

Biennial convention of County and City Superintendents, San José, August 28, at 10 o'clock A.M.

SUMMER SCHOOLS FOR TEACHERS.

University of California, June 25th to August 3d.

State Normal School, San Diego, July 2d to August 10th.

State Normal School, San Francisco, June–July.

Pacific Grove Summer School, Pacific Grove, June 18th. Eight weeks.

The Summer School for Teachers, Tacoma, Wash., June 26th to August 14th.

Summer School of Science for Teachers, Pullman, Wash., June 25th. Six weeks.

Puget Sound Summer School, Seattle, Wash., July 2d to August 10th.

University of Idaho, Moscow, Idaho, June 20th to August 1st.

Western School News.

President David Starr Jordan will spend the summer vacation in the Orient.

Professor D. B. Sturges, principal of the high school of San Bernardino, has resigned.

Miss Bridgeman, teacher of physics and chemistry in the Berkeley High School, has resigned.

Joaquin Miller, the poet, will deliver the address to the graduates of the Long Beach High School.

The Normal Record of Chico published a very interesting memorial number of the late Hon. John Bidwell.

Miss A. F. Aldrich, principal of the Lafayette School, Oakland, who has taught for twenty-nine years, has resigned.

The Idaho State University at Moscow will hold a summer session this year from June 20th to August 1st.

Professor A. O. Leuschner, of the University of California, will deliver the address to the graduates of the Eureka High School.

Miss K. McGowan, teacher in the Alameda schools, left for Mexico recently to receive $40,000 that her brother had accumulated and set aside for her.

Miss Agnes Stowell has resigned her position in the San Francisco Normal School to study in the University of California.

W. E. Creed, principal of the Columbus school, Berkeley, has resigned to become the secretary of D. O. Mills. R. C. Root has been selected to take his place.

Frank Bunker, railroad secretary of the California State Teachers' Association, will resign his position in Santa Rosa and take up a course at the University of California.

J. C. Gilson, of Oakland, has been elected to the principalship of the Tompkins School, made vacant by the resignation of Edwin Markham, author of "The Man With the Hoe."

C. K. Binkley, of Stanford University, has been elected to the chair of English at Cogswell's Polytechnic School. Mr. Binkley is a practical English scholar, and is a good writer, as well as teacher of English.

President Frederic Burk and the Board of Trustees of the San Francisco State Normal School have selected the following faculty for next year: Walter J. Kenyon, Miss E. B. McFadden, Miss Alma Patterson, and Percy Davidson.

Miss Julia Kennedy, eldest daughter of the late James G. Kennedy, died May 25th. She was a graduate of the San Francisco Normal School, and taught successfully in Monterey County and in San Francisco.

The Ebell Club of Los Angeles has taken up the subject of decorating the schoolrooms in the city of Los Angeles and has succeeded in making a number of the interiors of school buildings very attractive.

Mara L. Pratt, M.D., author of a number of popular history stories and other books for children of our public schools, a noted institute lecturer, and a woman of delightful personality, was married in New York, to Charles Bennett Chadwick, on May 9th.

Samuel Donati, clerk of the Cayucos District, San Luis Obispo County, has a record as school trustee that is hard to beat. He visited his school, during the present year, sixty-four times. He always attends the county institute, and is interested in all matters pertaining to the schools.

Dr. W. B. Howard, formerly superintendent of Stanislaus County, has been appointed, by Superintendent Webster, deputy superintendent of schools of San Francisco. Ex-Superintendent Howard has had eight years' successful experience in supervising the work of teachers. He is a man of good judgment and pleasant personality.

The school board of a New England city recently passed a resolution that the male teachers holding principalships should get married. The Eureka board of education did not need to make any such formal suggestion to Superintendent Barker. He took the steamer at Eureka at the close of a very successful year of work as city superintendent, for San Francisco, and on June 4th, married Miss Nettie E. Hindry, a successful teacher, and a graduate of Stanford '98. Superintendent Barker and his accomplished bride will spend their honeymoon and vacation at Lake Tahoe.

Superintendent of Public Instruction Thomas J. Kirk and Mrs. Kirk will start the latter part of June for the meeting of the N. E. A., Charleston, South Carolina. Superintendent Kirk has promised to write a full account of his trip for the JOURNAL. In addition to attending the N. E. A. he will examine the wonderful work of Booker T. Washington at Tuskegee, Alabama; will visit Chicago University; Blaine School of Pedagogy, Chicago; Columbia University; and confer with various state superintendents on modern educational problems in reference to state administration. He will travel by the Sunset route to New Orleans; then by the Piedmont Air Line to Washington; then by the Baltimore and Ohio to Chicago; then west by the Burlington and Denver and Rio Grande back to San Francisco.

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by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube gets inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

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SUMMER SCHOOL.

University of California Announces the Branches of Which Study Will be Made.

The University of California will hold a summer session from June 25th to August 3d. This session is planned especially for teachers and others who are free to study only during their vacation. The summer students will have the full privileges of the libraries and museums, and of the physical, chemical, and botanical laboratories. The faculty will be strengthened by the addition of several special lecturers. The tuition fee will be $10, regardless of the number of courses taken, with laboratory fees in scientific courses. The courses will be as follows:

PHILOSOPHY—Introduction and Study of Metaphysics: a series of ten lectures.

PEDAGOGY—Principles of Psychology, with Special Reference to the Mind of the Child; School Hygiene; The Development of the Nervous System in Relation to the Problems of Education; The Pedagogy of Child Study.

HISTORY AND POLITICAL SCIENCE—Government of the United States; The Renaissance; History of England Since 1843; History of the United States Since 1850; Mediæval Life and Institutions; The American Revolution.

SEMITIC—Elementary Hebrew; Advanced Hebrew; Introductory Course in Aramaic and Syriac; Arabic, and Advanced Arabic.

GREEK—Elementary Greek.

LATIN—Virgil's Æneid; Cicero's Orations; and Roman Satire.

ENGLISH—Elementary Old English; An Outline of English Literature from the Boewulf to Milton; Outline of English Literature From Milton to Wordsworth; and History of American Literature.

MATHEMATICS—Introduction to Plane Analytic Geometry; Modern Synthetic Geometry; and Elements of Differential and Integral Calculus.

PHYSICS—A series of lectures on electricity and magnetism, with experimental illustrations and three laboratory courses duplicating, respectively, matriculation, freshman, and sophomore laboratory physics.

CHEMISTRY—Elementry Chemistry; Qualitative Analysis; Quantitative Analysis—Gravimetric and Volumetric and Organic Chemistry.

BOTANY—Introduction to Plant Physiology and Morphology and the Living Plant and Its Environment.

San Diego Normal School.

President Samuel T. Black, of the San Diego State Normal School, announces a summer school at Coronado to open July 2d and close August 10th. Courses will be given in the history and philosophy of education and in elementary psychology. The courses will consist of lectures and of class discussions based on assigned readings and on such problems as may be suggested from time to time by students and teacher. The excellent collection of pedagogical, psychological, and historical literature in the library of the State Normal School at San Diego will be available for the use of students in the summer school. The two courses will be conducted by J. D. Burks, of the department of the theory and practice of teaching of the State Normal School at San Diego. In addition to these courses there will be offered a course in biology by Arthur W. Greeley, and perhaps other courses to be announced later.

The Pacific Grove Summer School.

The Pacific Grove Summer School, which for the past few years has enjoyed the distinction of being the best of its sort on the Coast, offers a wider and more attractive field of work this year than ever before. Several new names appear in the faculty for 1900; among these are Professor Rufus Lot Green, Dr. Herbert Z. Kip, and Mr. Harold S. Muckleston, all of Stanford; Dr. William P. Boynton, of the University of California; and Dr. Rockwell D. Hunt, of the University of the Pacific. Professor Green offers, among others, a lecture course upon the theories of Arithmetic, with special reference to the origin and development of the number systems and its laws, a new course which will appeal widely to teachers. There is a course in Physics offered this year for the first time by Dr. Boynton, which will be of great value to teachers in grammar and high schools of limited equipment. It is a laboratory course in the construction and use of the simpler and more important pieces of physical apparatus. Dr. Starbuck offers, in addition to those given last year, a lecture course on the theory and practice of teaching. Professor Sanford offers two courses not given in 1899; one in Shakespeare and one in English Grammar. The history department is also wider than last year and covers a very attractive field. Professor Goebel, who for the past two years has had charge of the

work in German, will this summer teach in Chicago University; his courses will be given, however, by Dr. Kip. Conservative management, a particularly happy location, and a high grade of instruction have made the Pacific Grove Summer School a very popular one, the same students often returning from year to year. The reduction in fees promises a still larger attendance for 1900. Teachers say they have a fine time at Pacific Grove, and that adds zest to their studies.

National Educational Association.

Los Angeles, Cal., May 18, 1900.

The next meeting of the N. E. A. will be held at Charleston. National Council, July 7–10; General Association, July 10–13, 1900.

Railroads have given assurance of extra attention to secure comfort and convenience of their patrons, and have made a rate of one fare, $85.65, for the round trip, plus $2.00 membership fee. No line will be designated as official.

Transit limit.—Going continuous passage.

Final Limit.—Sixty days from date of sale.

All will be interested in visiting the historic grounds of that portion of our country. The local authorities at Charleston will spare no pains to provide facilities for comfortable and economical entertainment. Numerous excursions at greatly reduced rates will be planned to resorts in the South and East. Hotel rates from $1.00 to $5.00 per day.

It is urged upon teachers and friends of education in California to plan to attend the Charleston meeting. Last year, California sent the largest delegation and furnished the largest list of memberships in the history of the Association. Let us make an effort to keep our state in the front. The meeting promises to be most profitable in a professional point of view, and we feel justified in urging all interested in education to attend.

Teachers and friends desiring to visit the East and Middle West during vacation will find this a good opportunity.

John Swett,
State Director.
James A. Foshay,
Manager for Southern California.

The San Francisco Institute.

Superintendent R. H. Webster called the annual institute for May 23d, 24th, and 25th. It was held in the auditorium of the Mission High School. Over one thousand teachers attended. The opening address of Superintendent Webster was full of professional spirit. His appearance on the platform was received with prolonged and enthusiastic applause.

President Mark's address, which sounded the keynote of the policy of the present board of education, is given in part elsewhere.

The addresses of President Wheeler, President Jordan, Professor Cubberley, Professor Stratton, Dr. Brown, and Dr. Burk were all well received.

Dr. Hoover, who was on the program as an L.L.D., proved to be a humorist and a health-food specialist.

The music rendered was excellent thruout. The institute was a marked success, and the instruction given was full of inspiration and characterized by broad professional work.

Superintendent J. F. Barbee, of Mendocino County, held his institute in Fort Bragg. The instructors were T. L. Heaton, D. R. Augsburg, J. W. McClymonds, and local teachers. The meeting was a complete success. The practical work of Heaton and the drawing of Augsburg were the special features of the institute.

The Perry Pictures and the Perry Magazine.

The Perry Pictures have become an important part of school work. Used in picture study, geography, language, history, and literature, they have brought new life into the work of the school and have opened a new field of enjoyment to the children. While many of the fathers and mothers of the children now in school know little about art, the children, in many towns and cities thruout the country, are having their lives enriched and made more beautiful by these pictures.

Published at one cent each in lots of twenty-five or more, they are within the reach of almost all. Any progressive teacher can bring at least a few of them into the lives of her pupils.

Dr. G. Stanley Hall, president of Clark University, says: "I am glad to make an exception to my rule to commend no school material, in favor of the Perry Pictures. I have been greatly interested in them from the first, and regard them as a very important addition to our school equipment. They should be in every school, not only in the larger cities, but in the smallest country districts."

The Perry Magazine teaches how to use pictures in school and home. In its pages

appear many practical suggestions for the use of pictures in all the subjects above mentioned.

Among its contributors are Sarah Louise Arnold, Dr. G. Stanley Hall, Henry T. Bailey, Irene Weir, James Frederick Hopkins, Arthur Boyden, and many others.

The Magazine also contains sketches of the lives of great artists and descriptions of their work. Every number is beautifully illustrated, and the pictures alone that appear in the Magazine during the year would cost much more than the price of the Magazine.

For a limited time the publishers are making the extraordinary offer, under certain conditions, of one hundred of the Perry Pictures, the subscriber's own choice, and the Magazine one year, monthly except July and August, for $1.50.

The North Pacific Coast Limited.

The finest transcontinental train that ever crossed the backbone of the continent reached Portland May 2d. It was a running blaze of electric lights, a marvel of modern construction. Charles S. Fee, who is one of the ablest passenger agents in America, accompanied the train on its pioneer trip. Mr. Fee has arranged for the North Pacific Coast Limited to leave Portland each day. This gives a two-trains-a-day service between Portland and St. Paul via the Northern Pacific. Mr. Charlton, the assistant general passenger agent, Portland, Oregon, and in fact, all of the Northern Pacific people, including the passengers, are particularly proud of this modern train, which challenges the admiration of all, both for comfort and beauty. It cost $100,000; weight, 1,000,000 pounds; length, 691 feet; illumination, 291 electric lights; capacity, 225 passengers; time, Portland to St. Paul, 72 hours; visitors to pioneer train, 20,000; verdict, beyond criticism.

Plans for Schoolhouses, Free.

T. L. Heaton, of the University of California, has prepared a special article for the July number on plans for building rural schoolhouses. Should any board of school trustees contemplate building, we would advise writing to Professor T. L. Heaton, Berkeley, California, who will be pleased to give a copy of his plans, FREE. This is done by Mr. Heaton in the line of his university work to help improve all the conditions of our public schools. The proper lighting, ventilation, seating, and beautifying our schools are of great importance.

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ARCHITECTURE FOR RURAL SCHOOLS
T. L. HEATON, University of California.

A PROPOSED ACT FOR UNION ELEMENTARY SCHOOLS
ELLWOOD P. CUBBERLEY, Stanford University.

THE WESTERN JOURNAL OF EDUCATION

Edited by HARR WAGNER

JULY, 1900

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A Proposed Act

PERMITTING THE CONSOLIDATION OF RURAL SCHOOLS TO FORM UNION ELEMENTARY SCHOOLS AND ALSO PERMITTING OF RURAL SCHOOL SUPERVISION AND TRANSPORTATION OF PUPILS.

SUBMITTED BY ELLWOOD P. CUBBERLEY, LELAND STANFORD JR. UNIVERSITY.

This act was submitted, on behalf of the sub-committee, to the meeting of the California Educational Commission in San Francisco, on April 12, 1900, and was indorsed by that body. It is now respectfully submitted to the County and City Superintendents and the school men of California for their consideration.

The present law for the distribution of school money to districts has been a most beneficial one, in that it insures sufficient funds to each district, however isolated or sparsely settled the district may be, to secure a good teacher and to maintain an eight months' school each year. In the more thickly settled communities, however, it has led to the multiplication of small districts, and each of these small districts attempts to cover a nine years' course of study. There is a general feeling that many of these districts could be united with advantage, forming union schools with two or more teachers, thus specializing the work much more than at present and securing the many advantages of better grading, teaching, and supervision; but, altho section 1577 permits of the union of two or more contiguous districts at any time, such union is impossible unless some means can be devised whereby more money can be secured to the united districts than is possible under the present laws. A consideration of a number of different plans led to the conclusion that the one submitted is the most feasible.

In drawing up the proposed permissive law the terms and wording of the present high school act were followed whenever it seemed there would be a gain in doing so. This I have repeatedly indicated by an asterisk (*) in the body of the text of the act. E. P. C.

UNION ELEMENTARY SCHOOLS.

Establishment and Maintenance of Union Elementary Schools.

SECTION a. Union elementary schools, formed by the union of two or more contiguous school districts, may be established and maintained in the manner provided in section b of the Political Code.

Establishment of Union Elementary School Districts.

SEC. b. *First*—When a majority in each district,* as shown by the last preceding school census, of the heads of families residing in two or more contiguous school districts in the same county, shall unite in a petition to the County Superintendent of Schools for the establishing and maintaining of a union elementary school district, he shall, within twenty days* after receiving said petition, call an election for the determination of the question, and shall appoint three qualified electors in each of the districts petitioning tc conduct the election therein. Said election shall be held separately and simultaneously at the public schoolhouse in each of the districts petitioning, and shall be called by posting notices thereof in three of the most public places in each district, one of which places shall be the public schoolhouse in each district, at least ten days before said election.* Said election shall be conducted by the officers appointed for that purpose, in the manner provided by law for conducting school elections. The ballots at such election in each district shall contain the words, "For the Union Elementary School," and the voter shall write or print after said words on his ballot the word "Yes," or the word "No." It shall be the duty of the said election officers in each district to canvass the vote at said election, and report the result to the County Superintendent of Schools within five days* subsequent to the holding of said election.

Majority Vote in Union Elementary School District Election—Location of Union Elementary School.

Second—If a majority of the votes cast in the districts petitioning for a union elementary school shall in the aggregate be in favor of establishing a union elementary school therein,* the County Superintendent shall (except in the case of the formation of a union district consisting of but two districts, and as hereinafter provided for in subdivision four of this section), within fifteen days* after receiving the returns of the election held therein, direct the Board of Trustees in each of said districts to call a meeting of the qualified electors of their respective districts, in the manner provided in subdivision twenty of section 1617 of the Political Code.† At said meeting the qualified electors shall in each district select one representative, whose powers and duties shall be as hereinafter specified. The representatives so chosen shall name the school and have power to make temporary arrangements for its location, and, if satisfactory apartments or buildings in a suitable location are offered or can be procured for a consideration or at a rental which would make it advisable to accept the same, they shall have the power to secure an option of a lease on such apartments or building for a period not to exceed three years from the first day of July next ensuing. Within forty days after their selection they shall notify the County Superintendent of Schools that they desire to meet to locate the school. Thereafter the representatives so chosen shall meet in conjunction with the County Superintendent of Schools, at a time and place to be named by the Superintendent, for the purpose of determining the location of the union elementary school. At such meeting the Superintendent shall be the Chairman, and shall be entitled to vote and to participate in all its proceedings.* Should the above representatives fail to unanimously agree upon a location for the elementary school, they shall propose, in writing, to the County Superintendent then present, or if he is not present, they shall transmit to his office within ten days the names of the locations which they favor. Within twenty days after receiving such notice, the Superintendent shall call an election as provided in subdivision one hereof, to determine the location of the elementary school*. At such election only such sites as have been named by the

†This subdivision provides for calling a meeting of the electors at the schoolhouse to consider matters relating to the school district, such meetings being competent to instruct the Board of School Trustees.

representatives and certified to the County Superintendent shall be voted upon. Any form of ballot by which the voter signifies his choice of location shall be allowed. The result of said election shall be determined and certified to the County Superintendent, as provided in said subdivision one. The location which receives the largest number of votes shall be chosen as the location of the school.

Formation of Joint Union Elementary School Districts.

Third—(1) When a majority in each distinct, as shown by the last preceding census, of the heads of families residing in two or more adjacent districts, not in the same county, shall unite in a petition to the County Superintendents of their respective counties for the establishing and maintaining of a joint union elementary school district, it shall be the duty of said superintendent, within twenty days after receiving said petition, to call an election in the district or districts in his county petitioning, for the purpose of determining the question, and appoint three qualified electors in each district petitioning, to conduct the election therein. Said election shall be called and conducted in all respects as specified in subdivision one of this section, and the result thereof shall be reported by the election officers in each district to the Superintendents of the counties in which the districts are situated, within five days subsequent to the holding of said election.

(2) If a majority of the votes cast in the districts shall, in the aggregate, be in favor of establishing a joint union elementary school, the County Superintendent in each county shall (except in the case of the formation of a joint union district consisting of but two districts, and as hereinafter provided for in subdivision four of this section), within fifteen days after receiving the returns of the election, direct the Board of Trustees in the district, or districts, in his respective county, to call a meeting of the qualified electors, as provided in subdivision two of this section. At said meeting the qualified electors in each district shall select representatives, as provided in said subdivision. The representatives so chosen shall meet at a time and place to be agreed upon among themselves, for the purpose of determining the name of the elementary school. The location of the school shall be determined by the joint action of the representatives chosen and the County Superintendents of the counties, in manner and form as provided for the location of union elementary schools.

When the Union District Begins.

Fourth—Proceedings for the establishment of or for admission to a union or joint union elementary school district may be begun at any time, but the schools in the districts uniting to form or admitted to a union or joint union district shall remain under the control of their respective Boards of Trustees until the first day of July next succeeding the formation of the district and the location of the school, or of admission to a union district, when the districts uniting to form the union or joint union elementary school district, or the districts admitted to such union, shall cease to exist except for purposes of representation, and the terms of office of the School Trustees in said districts shall expire and the district property of each district so uniting shall pass to the control of the Board of Trustees for the Elementary School District, as hereinafter provided, to be held or disposed of by them, as provided in section 1617 of the Political Code; *provided that*, in union or joint union elementary school districts formed by the union of but two school districts, no selection of representatives, as provided for in subdivision two of the section, is necessary, and the two Boards of Trustees for the original school districts shall act as the representatives and shall constitute the Board of Trustees for the new elementary school district, and shall continue to serve for the terms for which they were elected, except as hereinafter provided; *and provided further*, that the proceeds of such sale by the Boards of Trus-

tees for the union or joint union elementary school district, of school property in any of the original districts, must first be applied to the discharge of any bonded indebtedness of such original district.

Representatives to Act as Trustees.

Fifth—In the formation of union or joint union elementary school districts, the representatives selected according to the provisions of subdivision two of this section shall act as a Board of Trustees for the union or joint union elementary school district until the election or appointment and qualification of the regular Board of Trustees, as hereinafter provided.

Boards of Trustees in Elementary School Districts Composed of More than Two Districts.

Sixth—In union or joint union elementary school districts the Board of Trustees shall be composed of one member elected from each district composing the union or joint union school district,* at the time and in the manner prescribed for the election of School Trustees, except as otherwise provided in this act. The Superintendent (or Superintendents by concurrent action in joint union elementary school districts) shall, in union elementary school districts composed of three or more school districts, divide the districts composing the union elementary school district into three classes, as nearly equal in number of school districts as possible, to be designated by him as Class A, B, and C, respectively.* At the first annual school election following the organization of the union or joint union elementary school district and the location of the school, the districts in Class A, as above divided and designated, shall each elect a School Trustee for one year; the districts in Class B shall each elect a School Trustee for two years; the districts in Class C shall each elect a School Trustee for three years. At each annual election thereafter, as terms of office expire, the elementary School Trustees shall be elected for three years, and in case of expiration of term of appointment, for the unexpired term. Vacancies in the Board of School Trustees shall be filled by appointment by the County Superintendent of Schools (and in case of joint union elementary school districts, by appointment of the County Superintendent of the county in which the vacancy occurred), the appointee or appointees to hold until the first day of July next succeeding the appointment.

Boards of Trustees in Elementary School Districts Composed of but Two Districts.

Seventh—In union or joint union elementary school districts formed by the union of but two school districts, the Board of Trustees for the elementary school district shall consist of the two Boards of Trustees for the two districts so uniting,* and they shall continue to hold office for the terms for which they were selected; *provided*, that should one or more additional districts unite at any time with the two original districts, as a part of the union or joint union elementary school district, the Board of Trustees shall then consist of one trustee from each of the original districts, as provided in subdivision six of this section, and the terms of the trustees in the two original districts shall expire on the first day of July next ensuing after the union of the third district.

The Schoolhouse.

Eighth—After the location of the school has been determined, as provided in subdivision two of this section, the representatives, acting as a Board of Trustees, or their successors, may erect or lease a suitable building, as they may deem most advisable. A lease shall not be made for a longer period than three years. A building may be erected under the provisions of sections 1830 to 1839, inclusive, of the Political Code, relating to a district tax, or sections 1880 to 1888, inclusive, of the Political Code, relating to the issuance of bonds. In all cases the

plans must be approved by the County Superintendent of schools of the county in which the schoolhouse is to be located.

Change of Location of Schoolhouse.

Ninth—No change of location of any elementary school, when once established, shall be made except upon a petition to the County Superintendent of Schools, signed by two thirds of the heads of families of the elementary school district, as shown by the last preceding school census, and then only in accordance with all the provisions for the original location of the school as contained in subdivision two of this section.

Powers and Duties of Elementary School Boards of Trustees.

Tenth—The powers and duties of Boards of Trustees in union or joint union elementary school districts shall be such as are now or as may hereafter be assigned by law to Boards of School Trustees, except as otherwise provided in this section. †

Meetings of Elementary School Boards of Trustees.

Eleventh—Boards of Elementary School Trustees shall hold regular meetings at the elementary school building, at such time as may be provided in the rules and regulations adopted by them for their own government. Such meetings shall not be held less frequently than quarterly. Special meetings may be held at the call of the President of the Board. Upon the request, in writing, signed by a majority of any Board, the President of said Board shall call a meeting thereof. Of all special meetings of any Board the members thereof shall have at least two days' notice, issued and served by the Clerk thereof. At special meetings no business shall be transacted other than as specified in the call therefor; *provided*, that in union districts formed by the union of more than three school districts the Board may appoint an executive committee, consisting of the President and Clerk and one other member of the Board to attend to the routine business of Board, their action to be reported to the Board for ratification at its first regular meeting ensuing.*

Course of Study—Text Books—Instruction.

Twelfth—The course of study shall be that prescribed by the proper authority,‡ and shall embrace a period of not less than eight years, except as may be hereafter provided by law, and the text books used shall be those adopted by the proper authorities. In joint union districts the provisions of section 1583 of the Political Code shall apply.§

Transportation of Pupils to and from School.

Thirteenth—The Board of Trustees for the union or joint union elementary school district may contract, in such manner as they may deem best, for the daily transportation of such pupils as may be seen to them to be in need of transportation, and shall pay for such transportation, in the usual manner, out of any funds available for the purpose; *provided*, that no funds may be used for the transportation of pupils living within one mile of the schoolhouse, measuring the distance by the nearest traveled road; *and provided further*, that all such contracts

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† In all cases where no special provision has been made in this act, the union districts go back to the Political Code for authority, and thus act as a single school district would act.

‡ This would throw the district back on the Course of Study of the county in which the school house is located. Should a State Course of Study at any time be proscribed, no change need be made in the wording of this act. This also applies to text books.

§ This section provides that whenever a district lies partly in one county and partly in another, the text books to be used and the rules governing the school shall be those adopted by the Board of Education of the county in which the schoolhouse is located.

for transportation may be subject to revision by the County Superintendent of schools, if in his judgment the price paid for such transportation is exorbitant or the transportation provided is insufficient.

Supervision of Elementary School Districts.

Fourteenth — Whenever in its judgment it may be deemed advisable the Board of Trustees for any union or joint union elementary school districts may unite with the Board of Trustees for any other district, or districts, single, union. or joint union, in the employment of a supervising principal, who shall devote such time to the supervision of instruction in the several union or joint union districts and shall receive such compensation from each Board of Trustees as may be agreed upon by them. †

Distribution of School Funds.

Fifteenth — (1) On the first day of July next ensuing after the formation of a union elementary school district, or the admission of a district to a union district, the County Superintendent of Schools (or Superintendents in joint union districts) shall transfer, by requisition upon the County Auditor, all funds remaining to the credit of the different districts uniting to form the union or joint union district to the credit of the new union or joint union district.

(2) Beginning with the first fiscal year after the formation of the union elementary school district and the location of the school, and each fiscal year thereafter, the County Superintendent (or Superintendents in joint union districts) shall apportion state and county school moneys to each union elementary district as follows:‡

First — For the first one hundred census children, as shown by the last preceding school census, he shall apportion four hundred dollars for every twenty-five school census children, or fraction thereof, of not less than ten census children, and thiry dollars for each school census child in the fraction of less than ten.

Second — For the next two hundred school census children, five hundred dollars for every fifty school census children, or fraction thereof, of not less than twenty census children, and twenty dollars for each school census child in a fraction of less than twenty.

Third — For all school census children after the first three hundred, five hun-

† This provision is not necessary for a single union district, as the trustees may free the principal from teaching to any extent they may deem necessary, but in the form here proposed it permits of the union of districts to secure rural supervision to any extent desired. In effect, it provides for assistant County Superintendents who will devote all of their time to supervision.

‡ After much investigation this method of distributing funds was decided upon as most nearly suiting the conditions at present existing. The following illustrative districts will show how the proposed plan would work:

No. of Union		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Census Enrollment in the Different Districts.		21	.....	14	.....	.....	.....	.....	.....
		23	.....	21	.....	.....	14	.....	26
		28	34	16	24	.....	16	.....	28
		24	42	23	22	.....	23	29	21
		23	28	15	26	38	28	36	22
		22	26	16	28	52	22	25	31
		32	43	18	23	33	15	28	29
As Single Dists.	No. census pupils	173	173	123	123	123	118	118	157
	No. teachers	7	5	7	5	3	6	4	6
	Money on first apportionment	$3,500	$2,500	$3,000	$2,500	$1,500	$2,700	$2,000	$3,000
As Union Dists.	Teachers needed	5	5	4	4	4	4	4	5
	Money would get under present law	$1,500	$1,500	$1,000	$1,000	$1,000	$1,000	$1,000	$1,400
	Money would get under proposed law	$2,600	$2,600	$2,100	$2,100	$2,100	$1,960	$1,960	$2,240

Unions (1) and (2) as well as unions (3), (4) and (5) show how a collection of *small* districts *lose* and a collection of *large* districts *gain*, thus permitting of the distribution of money more nearly according to needs.

dred dollars for every seventy school census children, or fraction thereof, of not less than twenty school census children, and twenty dollars for each census child in a fraction of less than twenty.†

(3) All money remaining on hand after apportioning to the districts the money in the manner provided in subdivisions one to three, inclusive, of section 1858 of the Political Code, and to the union and joint union districts in the manner provided in this subdivision of this section, shall be apportioned on the basis of average daily attendance, as provided for in subdivision four of section 1858 of the Political Code. ‡

Admission to and Withdrawal from Union Elementary School Districts.

Sixteenth—(1) Any school district adjacent to a union or joint union elementary school district, may be admitted to said elementary school district by action of the Board of Supervisors of the county in which the school district is located, upon such terms as may be agreed upon between the Trustees of the school district seeking admission and the Elementary School Board, whenever a majority of the heads of families, as shown by the last preceding school census, shall present to said Board of Supervisors a petition for such annexation, accompanied by a petition signed by a majority of the members composing the Elementary School Board of the district to which admission is desired.* The County Superintendent of school shall then determine which class, as provided in subdivision six of this section, the new trustee shall be elected.

(2) A portion of a school district adjacent to a union or joint union elementary school district may be admitted to said elementary school district by action of the Board of Supervisors of the County in which the elementary school district is located, whenever a majority of the heads of families, as shown by the last preceding school census, shall present to said Board of Supervisors a petition for such annexation, accompanied by a petition signed by a majority of the Board of Elementary School Trustees of the union district to which admission is desired The Board of Supervisors shall attach such annexed portion of a school district, for purposes of electing trustees, to the nearest of the original school districts, and such annexed territory cannot subsequently withdraw from such union except as the district to which it is attached withdraws. Such annexed portion of a school district shall have no representation on the Board of Elementary School Trustees except as a part of the district to which it is attached.

(3) Any district contained in a union or joint union elementary school district may, in like manner, withdraw from such union or joint union district by action of the Board of Supervisors of the county in which the district is located, upon such terms as may be agreed upon between the Trustees of the school district seeking to withdraw and the Elementary School Board, whenever a majority of the heads of families constituting the union or joint union elementary district, and two thirds of the heads of families residing in the district seeking to withdraw, as shown by the last preceding school census, shall present to such Board of Supervisors a petition consenting to such withdrawal, accompanied by a like petition signed by a majority of the members composing the Elementary School Board. *

Disincorporation of Elementary School Districts.

Seventeenth—Any elementary school district that has existed three years or more, whether embracing two or more school districts, union or joint union, which may hereafter be established, may disincorporate and be dissolved and disestablished in the following manner: A petition signed by two thirds * of the heads of families, as shown by the last preceding school census, of the elemen-

† This third subdivision is on the same census basis as the present law, section 1858, the only change in method of distribution being for the first 300 census children.

‡ Section 1858 is the present law for distributing State and County School Funds.

tary school district so petitioning, shall be presented to the County Superintendent of Schools, which petition shall set forth briefly the reasons for disincorporation, and shall pray that the question may be submitted to the voters in said district. Upon receiving such petition the Superintendent shall, within twenty days,* call an election in the district, and shall submit to the voters therein the question of disincorporation of such elementary school district. In joint union elementary school districts the petition shall be presented to the Superintendent of each county having territory within the petitioning district, and each Superintendent so petitioned shall, within twenty days after receiving such petition, order an election in the district situate within his own county and forming a part of the joint union elementary school district petitioning. At the time of calling such election, which in joint union districts must be held upon the same day, the Superintendent (or Superintendents) must appoint three electors resident within the district to conduct the election. Notice of election shall be given by posting written or printed notice thereof in at least three of the most public places in the elementary school district in which the election is called, for at least twelve days next before the day set for such election.* In joint union districts the said notice shall be posted in three of the most public places in the portion of the joint union district in each county. Said election shall be conducted in the manner provided by law for conducting school elections. The ballots shall have printed on them the words "For Disincorporation," and the voters shall write or print thereafter the word "Yes" or the word "No." The election officers shall report the result of such election within five days thereafter to the County Superintendent of Schools of the counties of which they are residents. If a majority of all the votes cast at such election be opposed to disincorporation, no further petition shall be entertained or election ordered for a similar purpose within three years next following such election. * If two thirds of all votes cast at such election be in favor of disincorporation, the Superintendent shall, at the end of the existing school year, suspend said elementary school district,* and report the result of the election and the fact of such suspension to the Board of Supervisors; *provided*, that when a joint union elementary school district is disincorporated under the provisions thereof, each of the Superintendents of the counties having territory therein shall immediately certify to the others the result of the election in his own county, and all of them shall join in the order of suspension; and each Superintendent shall thereafter, and before the end of the existing School year, report the result of such election and such suspension to the Board of Supervisors of his county. Upon receiving such report, said Boards, and each of them, shall, at the first meeting thereafter, make an order declaring said elementary school district duly disincorporated and disorganized, to take effect at the end of the existing school year. When a union or joint union elementary school has disincorporated under the provisions of this section, the property thereof shall be sold and the proceeds of such sale, together with any moneys in the treasury to the credit of such disincorporating elementary school district, shall be disposed of by the Board of Supervisors of the county within which the school building and other property belonging to the disincorporated district is situated; and the proceeds of such sale, together with any moneys in the treasury to the credit of such disincorporating elementary school district, shall be placed to the credit of the original school districts composing such disincorporated district. Such division of said proceeds shall be in proportion to the value of property in the districts among which division is made, as determined by the last previous assessment for school purposes, and the portions of said proceeds belonging under such division to the districts in other counties than the one in which the sale is made shall be transferred, by the Board making the division, to the county or counties within which such school districts are situated; but any joint union elementary school funds in such counties collected by taxation, for the maintenance of said

joint union elementary school, shall be distributed by the Supervisors of such counties to the districts from which they were collected. After the Board of Supervisors (or Boards in joint union districts) shall have made an order declaring said elementary school district duly disincorporated and disorganized, the original districts, with such additional territory as shall have been annexed to them, shall be considered to be in existence again, and subject to the provisions of sections 1593 to 1601, inclusive, of the Political Code, relating to elections for School Trustees.†

The above act permits of the transportation of pupils in union districts, but towns and cities are not provided for. In many cities a considerable saving could be effected and better educational conditions secured if pupils could be transported to the larger central schools, and the small outlying schools closed. To permit of this, the following amendment should be added to section 1617, which defines the powers and duties of Trustees and Boards of Education: —

Twenty-first—To provide for the transportation, for school purposes, of pupils from one part of the school district to another part of the same school district, when such transportation will result in a saving of school funds or in better school conditions.

Beginnings in Music.

RHYTHM.

JULIET POWELL RICE.

In discussing the subject of rhythm and in giving a few suggestions to teachers for practical schoolroom work, we need not go into details regarding individual differences, except to mention a few of the greater difficulties one meets and which may be very easily mastered if handled in a natural way.

First of all, the teacher should simply become a part of the environment and remember that all art must be created by the individual himself, through his own effort, and that self-induced.

She is there to guide the child into a desire for knowledge and to furnish him with new material from which he may gain his own knowledge.

In child-training, new knowledge should be associated with that which the mind already has; this association is necessary for the understanding of a point or subject. Therefore, our work in teaching rhythm is plainly laid out for us.

The child follows the racial development in music, and without direction from the teacher dances, beats imaginary drums, clasps hands and plays games in perfect time. The desire to sing follows the desire to dance and to beat drums. All children vocalize their own rhythmical movements, and no doubt, if they were not "educated" away from natural tendencies, would evolve tunes.

The group songs sung after the manner of the traditional singing games.

† Sections 1593-1601 provide for the election of Trustees to take charge of a newly formed district. The effect of disincorporation, being to at once legislate the old districts back into existence again and restore the conditions which existed before the organization of the union.

with physical movements, are probably the best means of rousing and training children to "keep time."

At the age when they naturally play in groups, they gain more by watching and imitating their mates than by individual help from the teacher.

As a rule, when attention is called by the teacher to a timid child who has not the nervo-muscular control to react in time to do what is expected of him, he becomes self-conscious. He then loses courage and refuses to try.

But when children themselves choose a mate to lead, it is an entirely different matter; for by the choosing they show their friendliness, and confidence in his ability, which excites his confidence also.

This tact may not be necessary in developing an intellectual subject, but it certainly is in teaching both time and tune. Both are dependent on the emotional state.

The power to "keep time" is gained by repeatedly doing, as in learning to walk.

This motor action is only gained by self-induced activity.

Five minutes' physical drill will do more for the child than an hour's talk on "don'ts."

In like manner the negative suggestion will disturb the child, causing him to fall, and it often exaggerates a fault in marking time to call attention to it.

If left to their "own sweet will," children will fall into line with the best in the class. There is one exception, however: the little fellow who is anxious to lead the class and does not care if his mates laugh at his mistakes. Not feeling he is wrong, he continues to step out of time and sings in a monotone, it may be. He should be told of his faults and taught to observe others, and of course encouraged to try again and again. He should be told he is right, every time he is right, but never led to believe he is right when he is wrong.

This sort of a child is often a born leader, and if this latent power were developed it would, no doubt, help him in many a struggle for success.

Our songs this month are many of them chosen with the idea of giving systematic drill in marking time.

My own observerations accord with the conclusions of Caroline Frear Burk, recorded in "Play: A study of Kindergarden Children" (Northwestern Monthly, March-April, 1899).

The singing games which have been used in the kindergarten circle belong more properly to the grades above that age. While individual suggestion is necessary at times, isolated attention is not the best way to develop these first steps.

At first Miss Smith finds it a little difficult to put the class at ease, as they are when on the playground, but here again she only serves as environment and does more by her manner than by formal teaching.

She has chosen "Looby Loo," from Alice Gomme's "Traditional Singing Games."

While the class have only play in mind, the teacher has more.

The class march to places around the room and make motions alike as they sing:—

"All your right hands in,
All your right hands out,
Give your right hands a shake, shake, shake,
And turn yourselves about.
Here we dance Looby Loo," etc.

There is no attempt to teach a certain step, but the children gradually drop into one. Some of the boys are "too old to dance the kid songs," they say, but Miss Smith has been rewarded for not insisting by seeing them start the game themselves on the playground, and after a time do the same in the schoolroom.

Our next song is chosen for the sake of doing individual work. It is taken from Eleanor Smith's book. Position of class as for all physical work (circle round room) and a lassie or laddie leads

"Did you ever see a lassie — a lassie — a lassie?
Did you ever see a lassie do *this* way or *that*?"

The leader is chosen by the children, who stands in the center and makes some motion with either hands, feet, or body, which all imitate. In the course of a few days, all of the children have been chosen. Miss Smith is delighted to find that the boy who seemed so very deficient in marking time, when put on his mettle with all eyes on him, does well if not held to it too long, at first.

At this point, children are eager to play their own singing games and are allowed to do so and encouraged to "make up" new ones. They are also taught the old English song, "Come, Lassies and Lads," and "Children Go, To and Fro."

MY SYMPHONY.

WM. HENRY CHANNING.

To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, babes and sages, with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never; in a word, to let the spiritual, unbidden and unconscious, grow up thru the common. This is to be my symphony.

The nagging teacher is a nuisance, neither knowing nor caring what the effect upon the child may be, just so the opportunity is not lost of reminding him of how bad, or careless, or dull, or lazy he is. Pupils are never made better by nagging or fault-finding. The spirit of resentment and retaliation is aroused by such a course. Talk of the good that one may possess and he will want to be better. High standards and incentives should be kept before the children all the time. Not alone by precept, but by example. The teacher must strive to be what she would wish the children to become.—*Missouri School Journal.*

School Department.

CONDUCTED BY CHARLES H. ALLEN.

Learning How to Study.

The most valuable learning that a pupil gets, or should get, in his common school work is the knowledge of how to study. Unfortunately it happens that, too often, he acquires but little of this knowledge.

Teachers usually recognize the fact that pupils must have a deal of training before they can learn well from things — from nature; but they do not so clearly recognize the other fact, that almost as much training is necessary to give the ability to learn well from the text book, or from reading.

Pupils are told to "Study their books" to "Mind their books," to be diligent, and the like, but as to how they can make the best use of their time they receive little if any aid.

The result of this negligence on the part of teachers shows itself in many ways, but chiefly in the fact that to so many pupils study is irksome. Now, whatever a child can do well he likes to do, and if he once learns how to study as he should, he will, as a general thing, like to study.

A boy who was getting old enough to engage in study was assigned a page and a half of geography for a lesson, with no hint as how to go to work to learn it.

On reaching his seat he asked an older pupil who sat next him, "How shall I learn this lesson?" The answer came promptly, "Keep readin' it over 'til you can say it."

And with that guidance, and that alone, he tried to study, for many years. He finally developed the plan of reading over a sentence or two, then shutting his eyes, or covering the text with his hand, trying to say it.

In this work he at last became an adept; he could learn a page in a half-hour, and say it over very glibby when he came to the recitation.

But it happened, as was of course natural, that he forgot it almost as readily as he learned it.

So long as he could remember how it looked on the page where he had learned it, he could recite it well, but when that faded out all was gone. He did not then know that "words are winged and will soon fly away unless the weight of meaning fastens them down." How should he know it? No one had taught him, and to-day he has not the most kindly feelings toward those teachers who allowed him, yes, encouraged him, to waste three or four years of his school life in this miscalled study.

Vast numbers of pupils are to-day "getting their lessons" in the same way: learning one day, to forget the next. And this is their misfortune, not their fault.

If pupils are trained, from the beginning, to understand what they study,

to have their thought follow the thought, not their lips follow the words, of the text, they can soon learn to study. If they cannot understand what is meant, then they ought not to study that subject or that text.

Then in the recitation the effort should be to recall the *thought* rather than the words. If the text-book be a good one the thought will clothe itself in almost the precise words of the author.

The few new or strange words will be mastered, their meaning known, and thus the child's vocabulary become healthfully enlarged. He will, also, unconsciously come into clearer and more elegant forms of expression.

By all this is meant that the thought, the meaning, shall call for the words, and not the words drag along a small trace of thought. In most cases where the words come first they will be found nearly or quite empty of meaning.

In reference to learning by reading we may take this lesson: When Philip found the Ethiopean reading, he asked him, "Understandest thou what thou readest?" The reply was, "How can I, except some man should guide me?"

This applies to other things besides reading the Scriptures, and peculiarly to the work of pupils in their books. "Except some man should guide me." It is guidance they need.

What teacher has not had this experience: The pupil has failed to master his lesson, the teacher talks to him or with him about it, and the pupil almost cries out, "But it sounds so different when you tell it to me; now I can understand it."

When the teacher talks it he puts the stress of voice upon the right words, thus livening up and bringing out the meaning. The pupil who can, in his study, use the same mental stress will learn easily. He may not always remember well, but the emphatic words and phrases are like nails, fastening the thought in the mind.

Could all teachers read as good reading is described in Nehemiah viii. 8, they could do much good work in teaching pupils how to study, by reading to them.

It will of course be understood that different subjects require different courses of training. In some, the facts desired are held by the remembrance of an eye-perception, as in spelling, and geographical study from maps. In others the training should be to close and accurate attention, connected with a kind of sifting process by which the unimportant or irrelevant details are rejected, so as to see relations more clearly.

It is my fixed belief, a belief founded upon many years' experience and many carefully tried experiments, that one half, or more, of the time used in study might be saved if we would but teach our pupils how to study to the best advantage.

On all sides is heard the cry, "Too much study is required of our children." And yet they are not learning too much,—in fact, not learning enough. Can the time not be shortened, and better results be obtained by taking more time, and using more judgment in teaching them how to study?

Mothers' Club Department.

CONDUCTED BY JENNIE L HAVICE.

The Vacation School.

The opening exercises of the vacation school in East Oakland were held Friday, June 19th. Miss Mary McClees, as principal, figured also as "universal mother." Lunch was served at twelve, to sixty or more pupils, and was provided by the ladies of the Oakland Club, with donations from various merchants philanthropically inclined. The public was invited to be present at 2 o'clock, and a more enjoyable time could hardly be imagined for people who are in sympathy with the creed as recited by the "happy children":—

"God hath made of one blood all nations of men, and we are his children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people. We want, therefore, to be true citizens of our great city and to show our love for her by our works, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory be a place fit to grow the best men and women who shall rule over her."

Mrs. Burnell, president of the Oakland Club, made a short address, in which the predominating thought was to "play fair." While the school is not all play, the work is made so pleasant that they are "happy in work and happy in play." Mrs. Goodcell, chairman of the play-ground, was enthusiastically cheered; also, Mr. Wilkins, who has been appointed supervisor of the grounds and play. Two croquet sets have been provided, teeters, several swings, and two sand-courts. When we consider that the mothers of the children are either employed in factories or too busy to attend even the "opening exercises," we have an idea of the practical value of a "vacation school." There are three teachers regularly employed. Basket-making is taught, with a department for sloyd, kitchen garden, sewing garden, etc. Forty dollars a week is required for salaries, making a total of $160 for the four weeks' vacation, of which $150 has already been provided by the never-failing energy of the Oakland Club. A letter with $2.00 inclosed was especially appreciated as coming from a young couple who save their dimes for charitable purposes. In this way the dollars have come in, and why not many more? Could anything appeal more strongly than this ethical training for the children of parents who have no time for the children? There are lessons here that cannot be given in the public schools.

As a result of last year's school, teachers have declared that they would have known that their pupils had come under some good influence in the interval. It is evident the vacation schools are quite as important as the public schools. If mothers are not wholly selfish, they will, before going off with their own little flock, contribute something toward a vacation school, or mayhap plan to take somebody else's children for a safe and pleasant vaca-

tion. Make the children happy, and ten chances to one they will be good. Women who are planning to save the children of to-day are, as you know, saving a nation to-morrow.

The Oakland Club comprises a body of women (sixty in number) that have perhaps accomplished more in a given time than any club in existence. They meet every Wednesday at 1119 Jefferson Street. At the last meeting the time was given to report of committees—notably Miss Mary McClees, principal of vacation school; Mrs. Robert Watt, domestic science; and Mrs. Goodcell, chairman of theplay-ground committee. Miss McChesney reported on work done by pupils, and exhibited baskets and mats for sale at five, ten, and fifteen cents. Plans for the cooking school were discussed and arrangements satisfactorily made. The club is working for the "good of all" in such harmony that it is a pleasure to visit them; to be a member a blessed privilege. The Domestic Science Monthly is the official organ of the club, and will be helpful to those who appreciate this method of keeping in touch with woman's work. Sample copies may be had by addressing The Domestic Science Monthly," 1119 Jefferson Street.

San Diego clubs, like San Diego schools, are in advance of clubs and schools generally. At a recent meeting of the Mothers' Club, Mrs. Jeanie Garrett read an interesting paper on Home-Work. Extracts from it as published in the "Silver Gate" are given below:—

"It has been proven that the fresh mental interest of a child of seven cannot be advantageously held for more than eight consecutive minutes on any one subject, and that the health of a child between seven and ten cannot stand more than thirty-five minutes of study during the twenty-four hours. Yet they are asked to work almost eight times that amount, with home-work besides. If home-work is found more desirable than schoolroom study, then why not dismiss an hour earlier?

"If the home-work has to be taken up after the evening meal, when the child is tired and disinclined for work, the chances are that the exertion necessary to perform the task correctly will cause the brain to continue the work after the child is asleep, as many of the mothers can attest from their own experience.

"The teacher very carefully explains the process of heat expansion, and impresses upon the child's mind the fact that the steam gauge must be watched, and if the pressure rises too high the escape-valve must be opened or an explosion will follow; and yet, according to medical authorities, we have the pressure at eight times the safety notch, and then stand appalled when the result is wreckage. Some will say, let the child do home-work in the morning, when the mind is fresh. Well, some do, but will not the school-work done before entering the schoolroom take that much from the vitality required for the day's work? Others have outside studies. Many consider music and painting as necessary to the child's education as his acquaintance with geography or history.

"We all enjoy Sir Walter Scott's 'Lady of the Lake,' but if, after a hard day's work at school, we are compelled to write page after page of it, I think

instead of admiring we would thoroughly dislike that great poem. In copying and analyzing we lose all its beauty.

The statement is made, that without home-work the ground mapped out cannot be covered. Then let the work be divided into nine grades instead of eight, as we now have it—but in Greater New York, where, on account of the number of children, it was made necessary to give a child but four hours' schooling, it was found that instead of being a detriment, as at first feared, they actually accomplished almost twice as much as with the longer hours.

"Under our present system, what time has the teacher to broaden and strengthen her physical or mental powers, when there is so much time necessary to prepare work for twice as many pupils as she can rightly care for?

"With this crowding, how can she study the individual characteristics and capabilities of each child, drawing out and strengthening what is best in child-nature?

"If a child is particularly restless, that is the quality noted, and other redeeming ones are overshadowed from lack of time on the teacher's part to study the pupil. What we need is more teachers, fewer pupils in a room, and shorter school hours."

ABOUT PRAISE.

Commend often. Never scold. These are among Abbott's rules as just given. They suggest a thought important enough for further elaboration. "Don't" is far too common a word, on the teacher's lips. Aim to encourage the right, instead of forever striving to repress the wrong. Fill up the life with good things, and there is no room for the bad. Flood the dark room with light; it is of little use to try to take out the darkness.

The following extract was written for parents, but it is quite as appropriate for teachers:—

There is a law for regulating and securing family harmony, that is at the same time one of the simplest, and also one of the least understood, of all family laws. It is simply this—to let the language of praise rather than the language of blame be the rule between the different members of the family circle.

A child brought up by the language of blame will be confirmed in his naughtiness, and, finding very early that only naughtiness is expected of him, will form a character in accordance with this expectation; while a child brought up by the language of judicious praise, who finds out that goodness is expected, is almost sure, sooner or later, to turn out well. Many a child's moral nature is determined for life by nursery treatment in this respect.

We should accustom ourselves, therefore, to correct faults, not by blaming the fault, but by praising the opposite virtue, whenever it may chance to display itself. When a selfish member of the family, for instance, displays ever so little generosity, we should at once notice it, and express our pleasure in it, if possible over the instances of selfishness. In the same way with carelessness or pettishness, or any other fault. The possible will gradually kill out the opposite fault. Especially in the case of children is praise the secret of home influence that but few parents understand.

Whenever the child is good, the mother should express her pleasure. How often a child, in utter discouragement at continual blame, has said in his heart, "Well, it is of no use; they always tell me I am naughty, anyhow, and I guess I can't be good, so I won't try."—*In School and Home Education.*

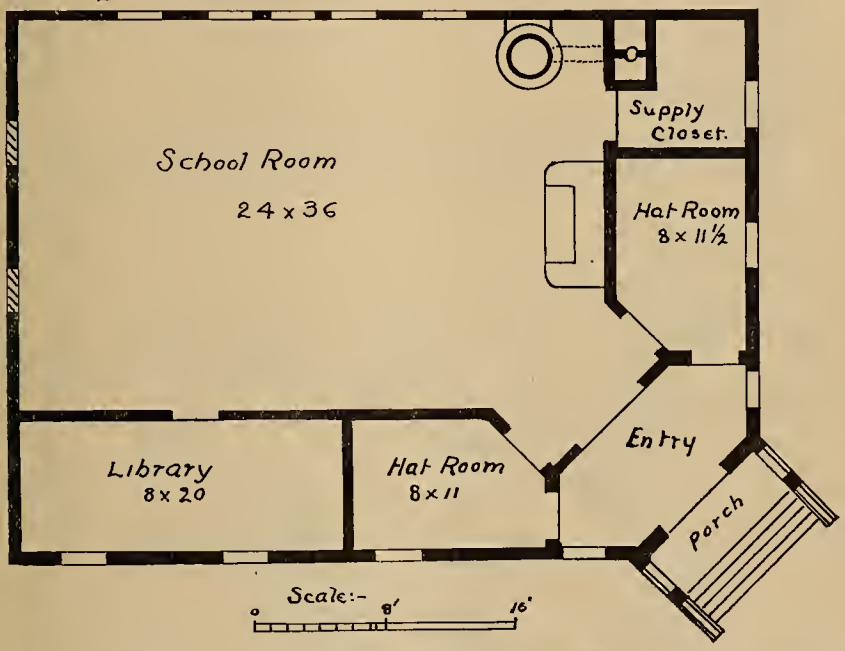
Architecture for Rural Schools.*

BY T. L. HEATON.

Without increasing the cost, great convenience may be added to rural schools by proper arrangement and construction. Much money is being spent each year in such schoolhouses, and very inadequate results obtained in the way of hygiene within and architectural beauty without. Within, the house should be arranged with view to proper heating, lighting, and ventilation; while without, it should please the eye by good proportions, rather than offend the taste by superfluous and expensive ornamentation.

A building of several rooms should be compact, every foot of space within serving some purpose in the economy of the school. Halls should be ample, but half the space within the four walls should not be devoted to passageways. By the careful planning of a building sufficient money may be

PLATE-1



saved in its construction to pay for good heating and ventilation. Without adequate attention to the planning the entire money may be consumed in putting up a building improperly lighted, badly heated and without ventilation—with no conveniences in fact, but the four walls, the floor and the ceiling.

When a schoolhouse is to be constructed, a matter of first importance is the selection of a proper site. In the country not less than a half acre of land is needed, and an acre is greatly to be desired. This will give ample ground for shade trees, out-buildings, play-sheds for stormy or hot weather,

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*All the drawings in this article, with the exception of the elevations, were designed by T. L. Heaton.

Plan of Desks in a Room 26' x 34'

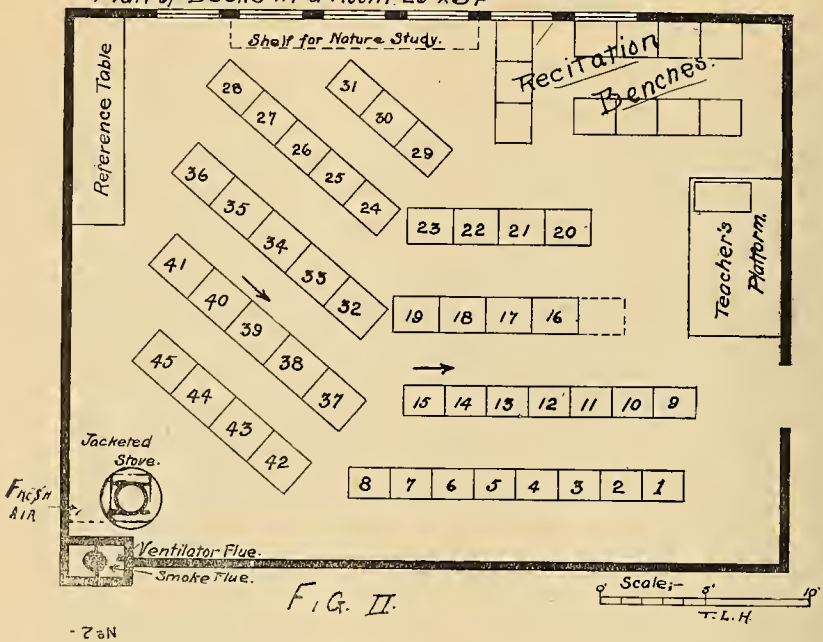


FIG. II.

No 2

Room - 24x32. LIGHT

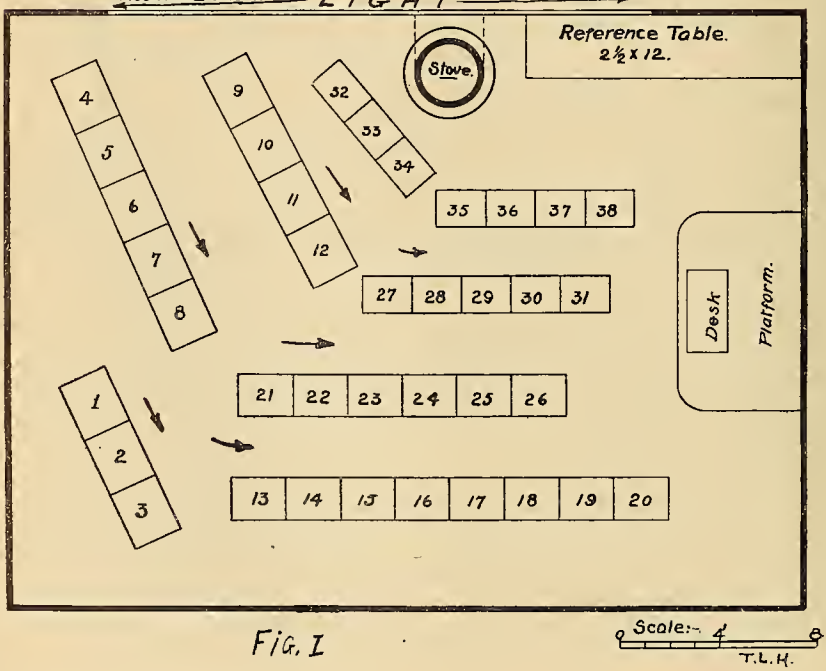
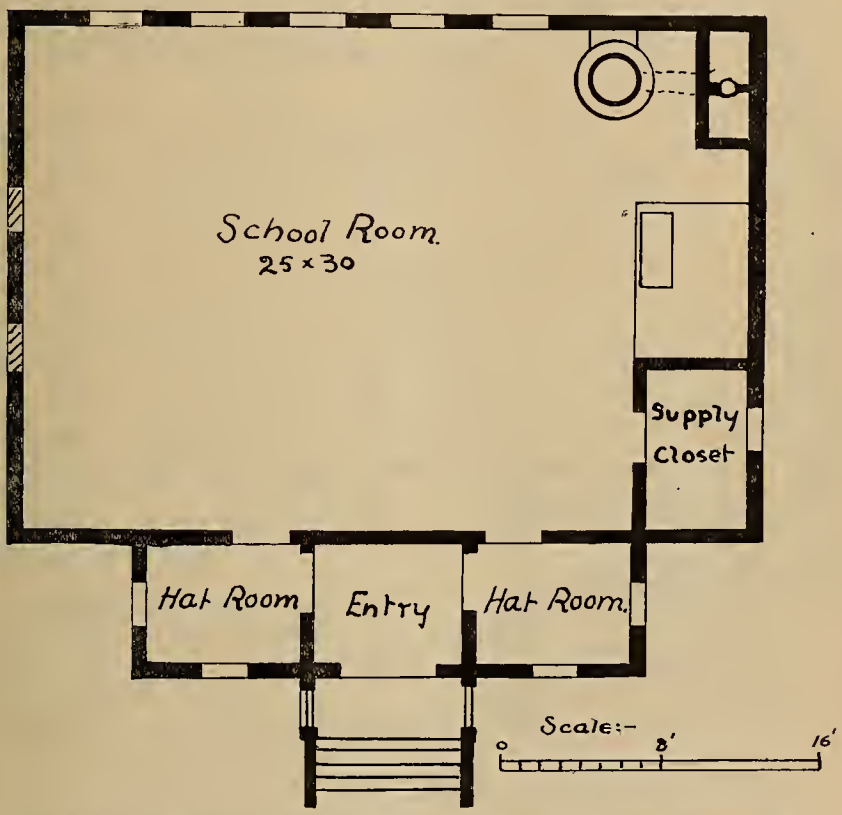


FIG. I

and ground for school gardening. The soil should be light, with free natural drainage. Clay or adobe soil should not be selected, or soil having a clay sub-stratum near the surface. A slight natural eminence, giving drainage in all directions from the schoolhouse, is very desirable, but hilltops with bleak, cold winds should be avoided, however beautiful the view. Let teacher and pupils climb the hill on proper occasions for those larger studies of nature. If level ground must be used, it should first be graded, and the schoolhouse placed on the highest portion. In climates damp or cold, play-

PLATE · 2



grounds should receive the morning sun. In such climates basements may be used for playrooms.

The ceiling of the schoolroom should be from 12 to 14 feet in height, the floor area in the proportion of 3 to 4, the size of the room being determined by the number of pupils. A room 26 by 34 feet will accommodate from 45 to 50 pupils, the largest number that ought under any conditions to be under one teacher. Plan I, 24 x 32 feet, will accommodate about 35 pupils, the largest number with which the teacher can do her *best* work. If the building fund is small and only about 25 pupils are ever to occupy the room, plan I

might be reduced, the schoolroom being 21 by 28 feet, and the side rooms but 5 feet in width. So small a building, however, is not recommended. The room should be of sufficient size to give 2 or 2½ foot aisles between the rows of desks, that the teacher may inspect at their desks the pupils' drawing, writing, and composition, without disturbing those at work on both sides. The main room should contain a reference table well supplied with supplementary and reference books, and a table for objects of nature study. The aisle next the blackboard should be 3 feet wide. In a school of many grades there should be space for recitation benches, in order that those studying may be disturbed as little as possible. For older grades there should be separate hatrooms for boys and girls. The library room should have cases for all those books not in daily use on the reference

PLATE 3

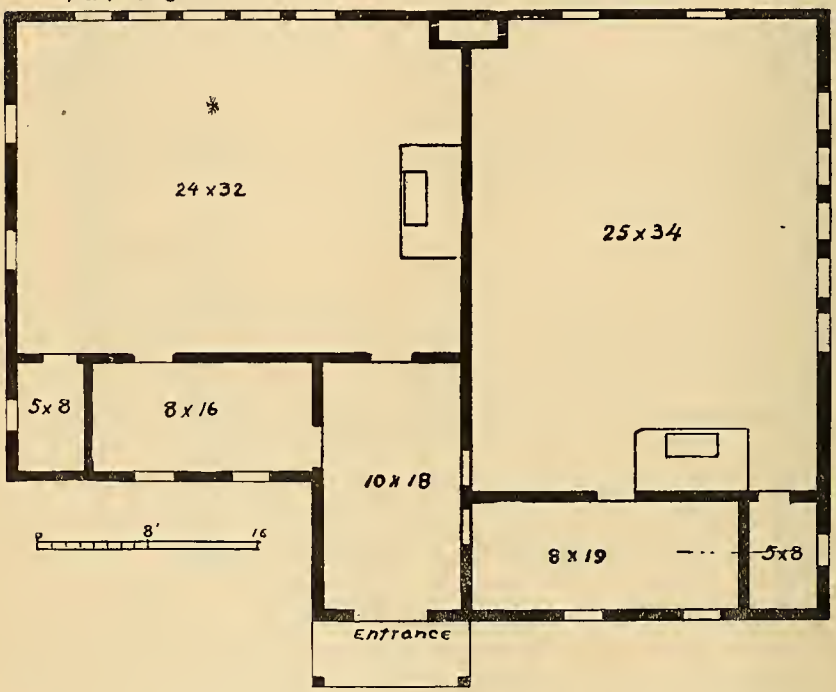
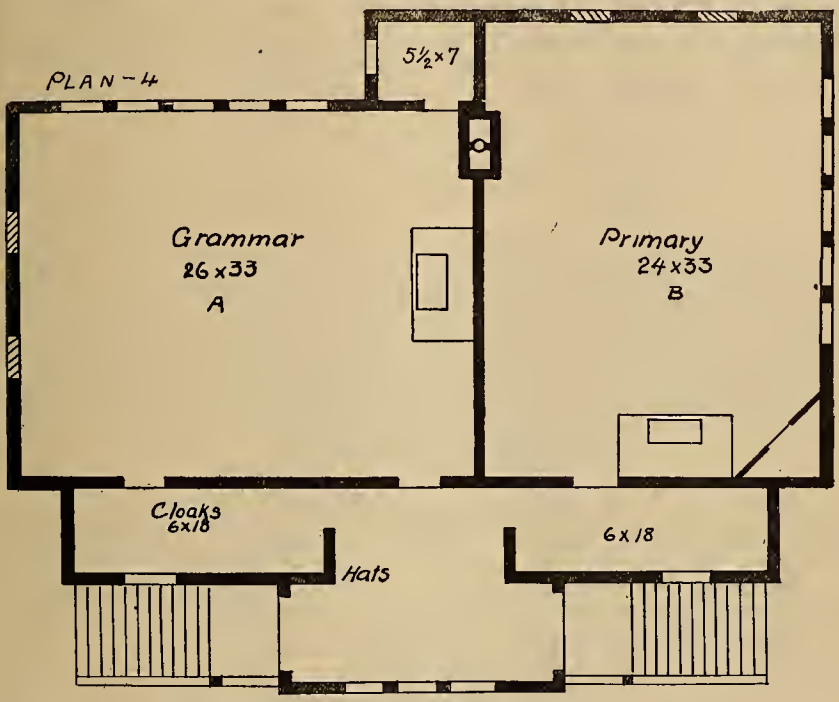


table. It should contain blackboard and seats, also, that older pupils may assist the teacher by giving additional drill to the younger children. The base of windows in halls and hatrooms may be six feet from the floor, giving space for wraps. The tread of stairs should not be less than a foot wide, and the riser not over 6 or 6½ inches. For small children the riser should not exceed 5 inches. In a building of several rooms, the stair should be not less than 5 or 6 feet wide, and should have one landing. Safety is increased if the stairs turn at right angles at this landing.

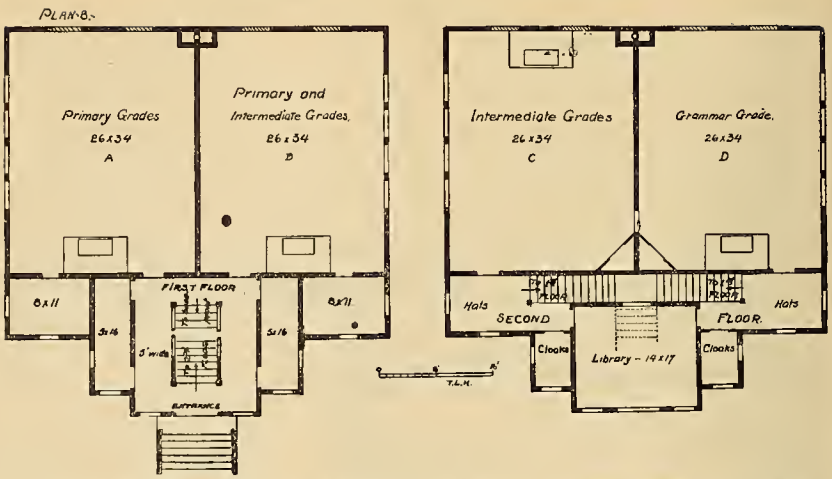
All doors should swing outward. Floors should be double with deaden-

ing between. Additional deadening is obtained by placing felt on floor joist also, before laying first floor. The first floor should always be double if there is a cold basement underneath. It should be deadened if the basement is used as a playroom. Walls between rooms should be deadened, especially that portion behind blackboard, and rooms should not be separated by folding or sliding doors. The noise of each room should be confined as nearly as possible within that room, that the mind of teacher and pupils be not distracted by the work of other grades. For similar reasons

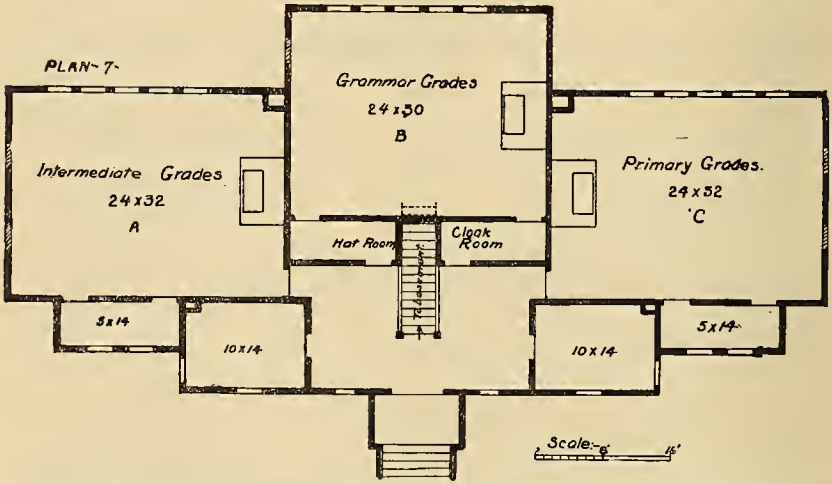


schoolhouses should not be located near railroad stations or noisy factories of any kind. The building should be well timbered, with floor joist and studding of sufficient size that no vibrations of the floor may be felt from the ordinary exercises of the school.

Each schoolroom should receive its chief light from one side only, but the point of compass from which this light comes will depend much upon climatic conditions. In the "land of sunshine," plans I, II, IV, and VII might well receive the light from the north or north and east, as this is the best light for study, and the rooms are thus kept cool in warm weather. In such case, the end windows should admit sunshine at all possible times out of school hours, for sunshine is nature's disinfectant. These same plans about San Francisco Bay should face east; while in the "land of fogs and rains" they should get as much sunshine as south exposure could give. In plans V and VIII, the rooms receive their light from the east or west. In plans



VI, IX, and X, the rooms receive light from the east, west and south. Each schoolroom should receive its main light from the left of the pupils, the windows being grouped near the center of the room, with the longer portion of blank wall to the front rather than to the rear. Cross lights in a schoolroom should be avoided. The light should come from the left, that the hand may not cast its shadow on the written page. Except for the writing it matters little whether the light comes from the right or left side.

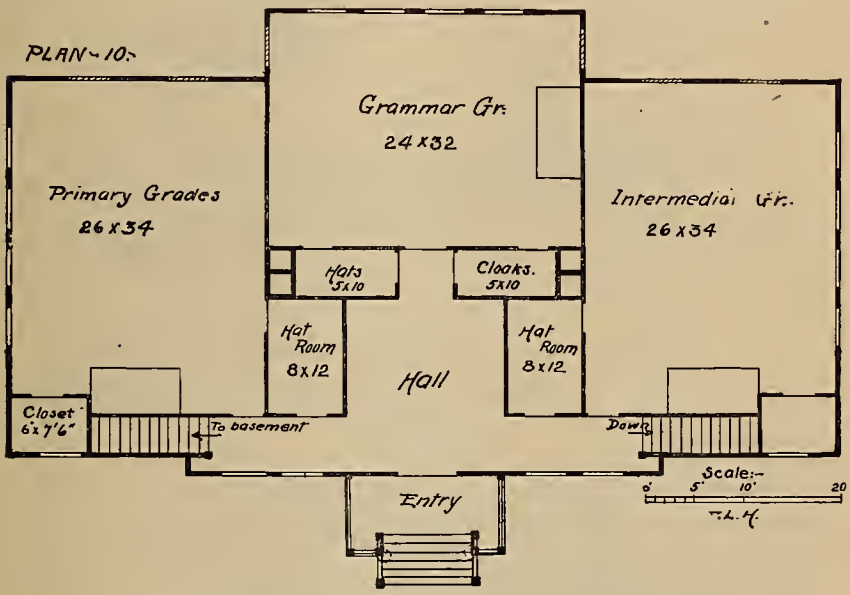


Pupils of the first and second grades should do very little writing except at the blackboard, and for them light from the right side of the room is not objectionable.

Two windows, barred in the drawings, should be placed in the rear of each schoolroom, above the blackboard. These add to the architectural effect from without, and may be needed properly to light the room on dark

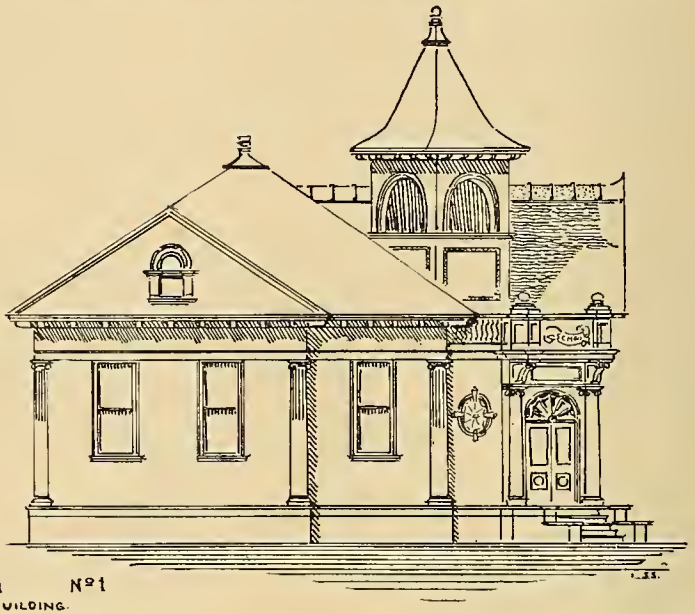
days, sometimes to aid window and door ventilation on warm days. At all other times they should be heavily curtained so as to present an opaque wall to the eyes of the teacher. Nothing so soon makes a nervous and irritable teacher as facing a strong light thirty hours per week.

The light area at the side of the room should be about one fifth the floor area, depending somewhat upon the amount of sunshine at that particular locality. The windows should begin at from 3 to 4 feet from the floor, and should extend as near as possible to the ceiling. It is the high light that is thrown across the room, and the upper space is too valuable to be wasted in arched or Gothic windows. Thus with a 13-foot ceiling, the window may be nine feet in length. Direct sunshiue across the children's books and desks should be avoided, but the building cannot have too much of the sun's direct rays out of school hours. All windows should be provided with



translucent double shades, running from about a third the height of the window to the top and to the bottom. Such shades admit the light, but exclude the glare of sunshine. If the windows are exposed to much sunlight, an additional opaque shade should run from the bottom to the top of the window. This drawn up two or three feet, will shut out the lower light from pupils near the window while the high light is thrown through the translucent shade to puplls across the room. In a warm climate a canvas awning on the outside of the window is better than the opaque shade, as this permits the opening of the window for ventilation. If inside blinds or opaque shades only are used for shutting out the glare of sunshine, they shut out the light as well, making the room too dark, and causing eye-strain.

The worst possible lighting for a schoolroom is from all four sides. From three sides is nearly as bad, and cross lighting from two sides is no better. Light in front of the pupils is extremely injurious. Yet in the best constructed schoolrooms of the present day lighted from one side only, desks are arranged in straight rows running from rear to front of the room. Thus the pupils sitting in the rear, near the windows, get light from the front. In figures I and II, each pupil gets the light from the left, or left and rear.



ELEVATION No 1
ONE ROOM BUILDING.

This is an unusual arrangement and at first thought might make the room appear disorderly, but why must rows of seats be parallel to the walls? As to discipline, the teacher gets a better view of the pupils in the rear of the room, as she looks aslant down the rows.

In figure I, the reference table is near the teacher's desk, where she can supervise all reading done there. The small pupils are directly in front, where she can easily give them help during the day. In figure II, the reference table is in the rear of the room, near the larger pupils, who will use it most. The small pupils are at the left of the teacher, near a long stretch of blackboard, where they will be much occupied in drawing and writing, and upon which their study work will be placed. They are near the outside door, where they will pass out for frequent short recesses. Each arrangement has its advantages. Ordinary school desks are used in these two rooms. If new desks have to be purchased, the adjustable seats are recommended. Each desk and its chair being independent of every other, the seat may be adjusted to the occupant and to the best lighting.

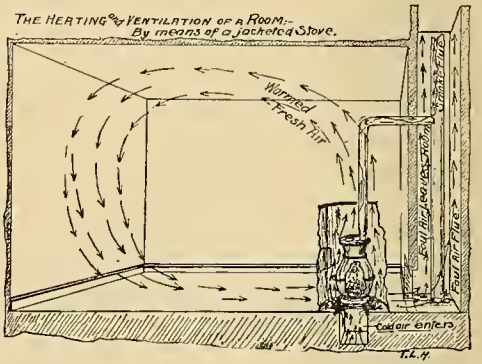
The walls of a schoolroom should never be dead white, but of a gray,

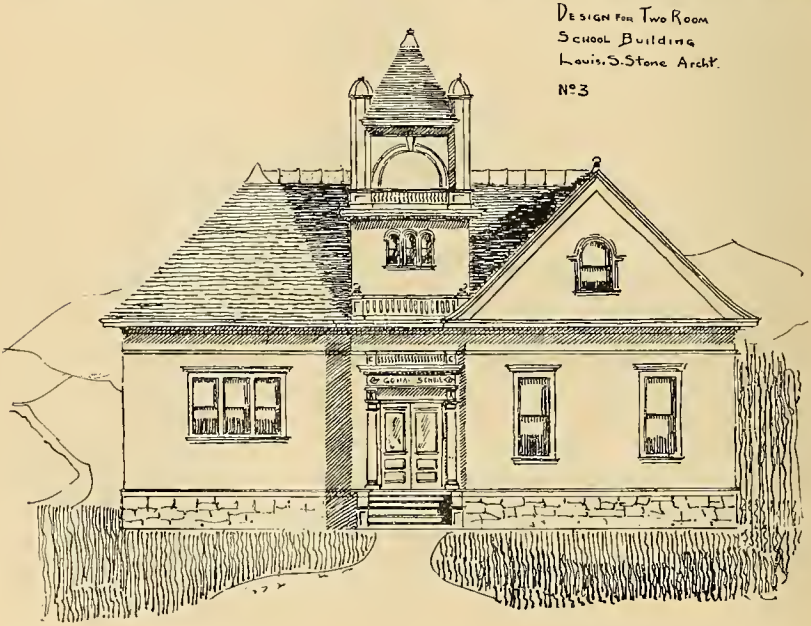
light green, or blue tint. If the ceiling is pure white, it helps to diffuse evenly over the room the light, particularly that from the upper part of the window, without throwing any strong light into the eyes of those who are studying. The woodwork and furniture should have a dead finish, never a bright varnished surface. Strong light from such reflecting surface may be as bad as that from open windows.

Blackboards between windows are useless, as they cannot be seen for the blinding light. Blackboards for small children should begin within two feet of the floor. Stone slate makes the best blackboard, costs in the beginning little more than imitation, is very durable, needs no repair, and should be polished to a uniform smooth surface.

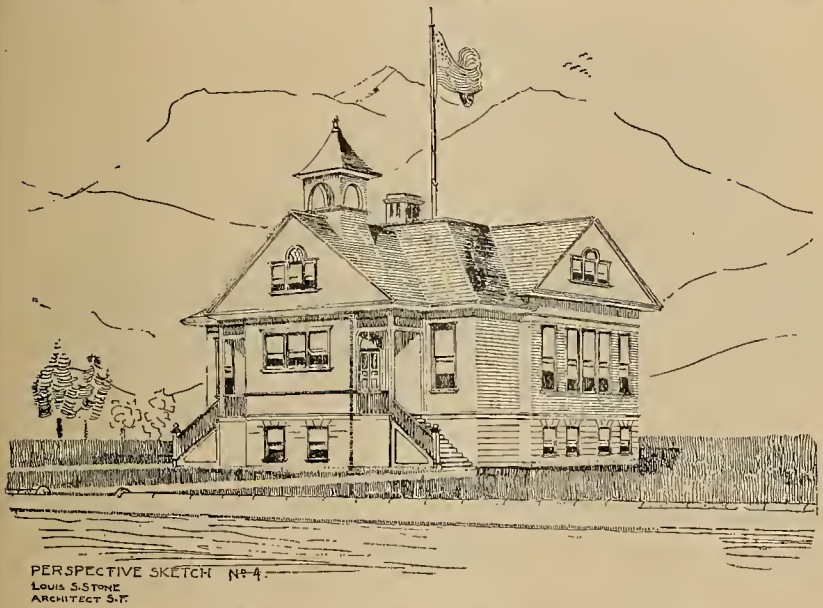
In warm weather ventilation is generally sufficient through doors and windows. In a building of several rooms there should be windows above the blackboards, opening into the hall. With the outer windows of the room and the hall doors open, there will be a draught and it will rarely be necessary to open the windows at the rear of the room. In cold weather heating and ventilation should be combined. Open windows admit only cold air, which drops on the heads and chests of those nearest the windows and chills the floor over the entire room. The stove in the room gives too much heat to those nearest it, and too little heat to those at a distance. Warm, fresh air should be supplied and evenly distributed over the entire room. This may be done by a jacketed stove or warm-air furnace. In a

building of not over three or four rooms a jacketed stove is probably the cheapest method of heating and ventilating. This stove should be placed in the coldest corner of the room and provided with a fresh air duct beneath the floor. For the first floor this fresh air duct may be in the basement. For the second floor it may be between the floor joists. Cross section of fresh air duct should have an area of four square feet. The opening of the fresh air duct through the floor should also have an area of four square feet. Across this opening two pieces of studding, 3 x 4 inches, are nailed. Upon these rest the legs of the stove, firmly secured. This raises the stove far enough above the floor to admit the volume of air from below. Around the stove is an iron jacket or cylinder resting on the floor and securely fastened to it. This jacket should be six feet in height, may be shaped to suit the stove, and should be of size sufficient to give free passage between it and the stove to the volume of air from below. If a stove is to be purchased for this purpose, a tall, nearly cylindrical one is best suited, as it presents a larger surface to the upward current of air. There should be a door in the jacket opposite the door in the stove. The door is for making fires, taking





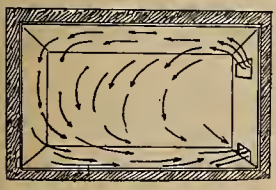
up ashes, sometimes for warming or drying feet. Fresh air is thus admitted, passes upward, between the stove and the jacket, and is dispersed to all parts of the room. The flue should be of large size, nearly 2 x 3 feet inside. An iron smoke pipe passes upward through the center of this. (See figure II.) The smoke and hot air from the inside of the stove heat the iron smoke pipe. This in turn heats the air of the flue, causing an upward draught which draws the foul air from the room. The foul air register should be near the floor, and about four square feet in area. In very damp climates where iron rusts rapidly, the smoke pipe inside the shaft may be of terra-cotta. The fresh air duct should have a "shut-off," which is closed at night. When fire is started in the morning the door in the jacket is left open. The air of the room is thus drawn into the jacket and warmed. At the opening of school the door is closed and the "shut-off" is opened.



Fresh air from outside is then warmed and supplied to the room.

One central flue may serve for several rooms. A "stack heater" may be placed in the base of the flue. A fire in this heater warms the air in the shaft and produces a strong draught which will draw the foul air from the rooms.

A building may be heated by a warm air furnace in the basement. A large volume of warm air should be admitted by a register two feet square above the blackboard. The air, after dispersing over the room, is removed by a foul air duct near the floor. Such foul air ducts must lead to a ventilating shaft which is heated to produce a draught. Air goes only where it is forced. So called "ventilators" placed in cold walls serve only to disfigure the walls. Hot water or steam



coils placed in the room heat only the air that is in the room ; they give no ventilation. About 30 cubic feet of air per minute should be supplied to each person in the room. Hat and cloak rooms and halls should have a warm air register in the floor. Here children may stand to dry wet feet or damp skirts. Heat may be turned into the hat rooms to dry damp garments. A window slightly raised from the bottom will serve as an outlet for these rooms. If rooms are heated by stoves, a terra-cotta flue and a small stove will warm the hat room in damp weather.

It is not a matter of necessity, but is often a matter of great convenience, in a building of several rooms, to have an assembly hall. Here the chil-

No. 5.

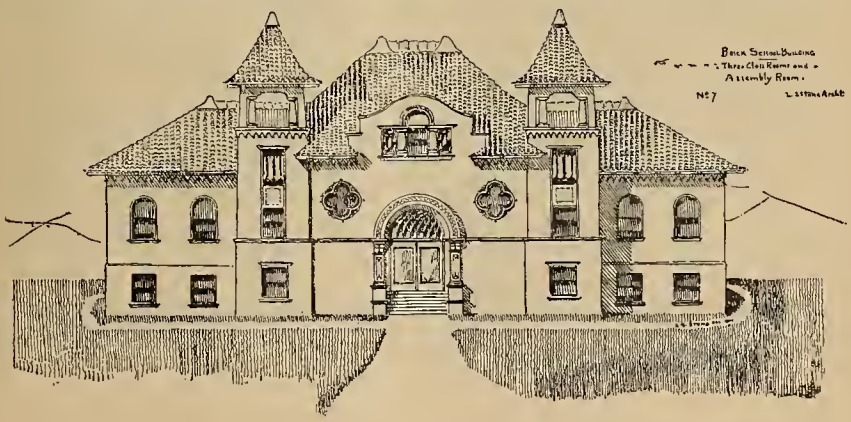
dren may be brought together for general exercises and instruction and here parents may be invited for educational lectures or for parents' and teachers' meetings. Plan IX shows such an assembly hall. An assembly room 30 x 44 feet may be made at little additional cost, over the central portion of plan X. To give the room proper height it should extend into the roof. The stairs would then occupy the space of the two small rooms at the sides of the entrance, and the stairs to the basement would be under those leading to the assembly room.

The sketches here given are intended to illustrate proper lighting, heating and ventilation, together with compact and economic arrangement. If there is money enough to permit, halls, hat-rooms, library, and teachers'

rooms may be larger, and the outside of the building architecturally more beautiful. But these things should not be secured at sacrifice of apparatus, maps, charts, supplementary readers, library and reference books.

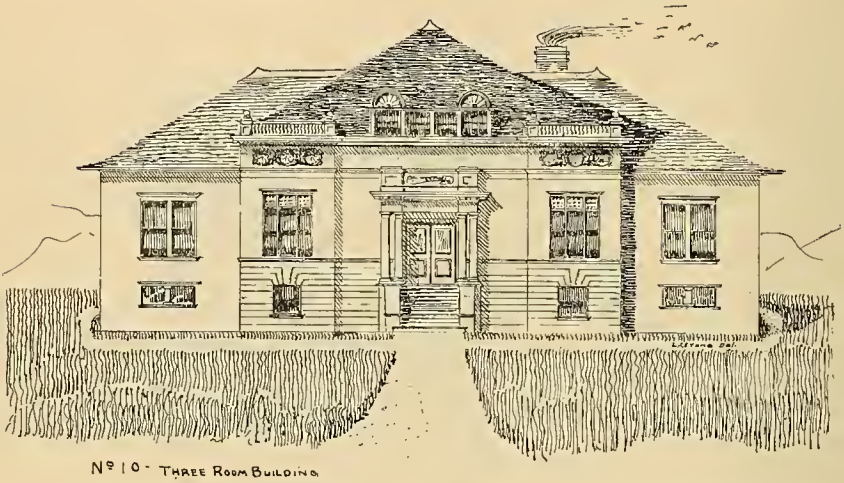
These are the things that make the school, in the hands of a good teacher thoroughly efficient.

A competent architect must be employed to make the drawings and specifications; a carpenter is not sufficient. In calling for plans, give com-



peting architects full information of what is required *within* the building ; it is for them to furnish strength of construction and beauty of form.

The hygienic conditions of buildings already constructed and in use may be greatly improved. The stove may be jacketed at a cost of from $10 to $20. The outlet for foul air may be a window on the opposite side of the room raised slightly from the bottom. The direction of the wind must determine which window is to be opened. If there are windows on too many sides of the room, some of them may be heavily curtained and a window added at the left. Seats may be removed from the floor and rearranged for best light-



No 10 - THREE ROOM BUILDING

ing. Seats of the same size should be in the same row. Too many schools have the seats graded from the largest in the rear of the room to the smallest ones in front. This makes an ill-adjustment of seat and desk whenever the sizes change. When window ventilation must be used in winter, the stream of cold air may be prevented from falling directly on the children's heads. A board about ten inches wide is fastened to the window-sill inside, and is parallel to the sash. When the window is raised from four to six inches, the air, striking the board, is deflected upward. Another upward current of air comes in between the two window sashes. With all the windows arranged in this way a large amount of fresh air is supplied without a direct draught on any one. The walls of a school room may be tinted at small cost. Good pictures are now very cheap. Inspiring mottoes for the walls are cut from colored paper or made from evergreens. The children will gladly care for growing plants.

Thus may the humblest schoolhouse be made a place of instruction, of pleasure, and of health.

Official.

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The biennial convention of the City and County Superintendents will be held at San Jose, August 28th, at 10:30 a. m.

THE LAPSING OF SCHOOL DISTRICTS.

Paragraph 2 of subdivision 2 of section 1543 of the Political Code provides that a school district shall lapse when the average daily attendance has been *five* or *less* for the entire school year. If the census of a school district be less than ten, the district does not receive any public school money on census, but does not lapse because of lack of census children. The people of the district may raise money by special tax or otherwise and continue the school.

SPECIAL CERTIFICATES AND QUALIFICATIONS OF COUNTY BOARDS.

A special certificate is not equal to a grammar grade certificate. Special certificates are simply licenses to teach certain special branches, and, as I have heretofore expressed opinion, the law evidently intended that they shall be confined to subjects that require rare and unusual skill (technical education), such as penmanship, music, drawing and manual training.

The law requires, as per subdivision 2 of section 1768 of the Political Code, that at least two membersof the County Board of Education shall be the holders of at least grammar grade certificates in full force and effect. I think the word "full," in this connection, may properly be construed to mean no less than a complete grammar grade certificate.

In my judgment, a county board of education the *personnel* of which does not meet the requirement of the foregoing provision is not a legal board, and if the Board of Supervisors have failed to follow this law in their appointments they should rescind their action and observe the law by appointing such persons as will constitute a duly qualified county board of education.

COMBINING SCHOOL DISTRICTS.

The last part of subdivision 2 of section 1577 of the Political Code provides for combining two or more contiguous school districts. A weak district under this provision may be combined with an adjoining district and have

the funds to its credit and the property belonging to it transferred to the district with which it is combined.

A SCHOOL TRUSTEE'S WIFE.

Attorney-General Ford has decided that, the husband being personally interested in the earnings of his wife, by the provisions of section 1876 of the Political Code the wife of a trustee cannot legally teach in a school district in which her husband is a trustee.

RESIDENCE OF CENSUS CHILDREN.

In the event of controversy as to residence of parent or guardian of census children, the census marshal may administer an oath to the parent or guardian to determine residence. The residence of the parent or guardian claimed under oath should be accepted as the residence of the children until a court of competent jurisdiction declares otherwise. A parent or guardian may be prosecuted for prejury for falsely swearing in such case.

COUNTY SUPERINTENDENT FINAL APPROVER OF CENSUS.

Subdivision 5 of section 1636 of the Political Code gives the County Superintendent of Schools the power to accept, reject, or correct the census of any school district in his county. If it appears that an error has been made in taking the census of a school district, the County Superintendent must have the error corrected. If it is shown that fraud taking in the census has been practiced, the Superintendent may reject the report, appoint another census marshal and have the census retaken, and draw a requisition, without der, for compensation of such census marshal.

SCHOOL TRUSTEES' ELECTIONS.

The law fixes the day for holding the school election on the first Friday in June. The Board of School Trustees is required to appoint a Board of Election, whose duty it is to conduct the election. It has been decided by the Attorney-General that electors only who were registered forty days before the first Friday in June may vote at such election. The Superior Court of Sacramento County, two judges sitting in bank, rendered a decision adverse to this opinion, deciding that the law of 1899, requiring forty days' registration prior to the day of election, does not apply to school elections. By another year it is hoped no room for controversy may exist.

CERTIFICATE OF ELECTION.

A certificate of election, properly made out and sigued by the Board of Election, is *prima facie* evidence of a legal election, and must be accepted by the County Superintendent until a court of competent jurisdiction declares the election illegal. The Superintendent has not the judicial power to declare an election illegal.

VACANCIES.

In the event of an election for school trustee being illegal by a proper court, a vacancy in the office of trustee occurs which must be filled by ap-

pointment by the County Superintendent. Trustees do not hold over until their successors are elected, or appointed, and qualified.

APPOINTMENTS OF MEMBERS OF THE COUNTY BOARD OF EDUCATION.

Subdivision 3 of sec. 1768 of the Political Code stipulates that the County Board of Supervisors at the last regular meeting preceding the first day of July in every year shall appoint two members of the County Board of Education to hold office for a period of two years. If the Supervisors fail to make such appointments at the *time* required, it is made the duty of the County Superintendent of Schools to make such appointments. And in my opinion such appointments made by the County Superintendent of Schools on account of failure or neglect of the Supervisors would be valid for two years.

APPLICATIONS FOR LIFE AND EDUCATIONAL DIPLOMAS.

While applicants for life and educational diplomas are required to conform to the statutory provisions and to the rules and regulations adopted by the State Board of Education, yet every application is technically supposed to be considered upon its own merits.

The first provision for the establishment of high school proper or the issuance of high school certificates was passed by the Legislature in 1891. This law provided for the granting of high school certificates in lieu of grammar school course certificates. In pursuance of the authority granted it by the provisions of section 1521 of the Political Code, the State Board of Education adopted a rule that life and educational diplomas of the high school grade would be granted only to the holders of county or city high school certificates who have had successful experience of eight or twenty-four months, respectively, for educational and life diplomas, in teaching in the California State University, a state normal school, or a high school established under the laws of this state. It is, therefore, clear that experience in teaching in a grammar school course school cannot be considered by the State Board as experience in high school for the purpose o fgranting an educational or a life diploma of the high school grade.

THOMAS J. KIRK,
Superintendent of Public Instruction.

The State Board of Education met in the office of the Superintendent of Public Instruction, State Capitol, Sacramento June 9, 1900, at 9 o'clock A. M., with following named members present: Edward T. Pierce, Samuel T. Black, C. C. Van Liew, Frederic L. Burk, Thomas J. Kirk, James McNaughton.

After the reading of the minutes, the Board proceeded to investigate the charge of unprofessional conduct preferred by I. C. Adams of Fallbrook, Cal., against Miss Ella E. Ale, a teacher of that place. The charge and various affidavits bearing on the case (as well as the answer of Miss Ale)

were read, and the case was argued by W. J. Mossholder of San Diego, attorney for complainant and Harr Wagner of San Francisco, who appeared as attorney for Miss Ale. The argument being concluded, the following resolution was introduced and unaminously passed:

WHEREAS, The evidence submitted in the matter of Ella E. Ale, charged with unprofessional conduct, does not produce in the minds of this Board the complete conviction that Miss Ale is consciously convinced that the credentials upon which her original certificate in this state was granted were not sufficient to entitle her to a certificate, nor has it been shown that any competent body or authority has ever declared that her certificate was illegal; therefore, be it

Resolved, That the charges are hereby dismissed.

The Board then took a recess.

On reconvening at 1:39 o'clock P. M., the Board unamimously passed the following resolution:—

Resolved, That in the judgment of this Board, the grammar grade certificate of Miss Ella E. Ale, dated at San Diego, Cal., January 2, 1895, and upon which the said Ella E. Ale received a life diploma from the State Board of Education, bearing date January 11, 1898, was erroneously issued, and therefore the life diploma issued in pursuance thereof by this Board was likewise erroneously granted.

On motion of Mr. Burk, Messrs. Burk and Kirk were appointed a committee to define and report upon what shall constitute unprofessional conduct.

The Committee on Accrediting Colleges was requested to define the extent and scope of accrediting, questions having arisen as to the status of graduates from accredited institutions who received their diplomas before the institutions were accredited.

On the request of the faculties of Columbia and Clark universities, said institutions were placed on the accredited list.

Various life and educational diplomas and normal and university documents were granted as shown by the list printed elsewhere in these columns.

The following named persons, having surrendered their life diplomas granted prior to June 2, 1893, were granted in lieu thereof life diplomas of the new issue: —

Davies, Fannie	Faulkner, Richard D.	Hodgkinson, Kate

Alvena E. Decato was granted a duplicate normal document, it appearing that the original, granted Sept. 10, 1898, had been destroyed.

On motion, the recommendatory list of library books previously adopted by the Board was abolished.

The Board then adjourned at 3:15 o'clock P. M.

DIPLOMAS AND DOCUMENTS GRANTED.

The following named persons, being favorably reported by the Committee on Credentials for diplomas, and having complied with the law, were granted diplomas or documents as given:

LIFE DIPLOMAS OF THE HIGH SCHOOL GRADE.

Burk, Frederic Lister	Hughes, James	Ray, Samuel Scott
Foshay, James A	Johnson. Letitia Eleanor	Snow, Dr. Mary L. H. Arnold
Hafford, F. S.	Loree, Warren	Webb, Louis K

LIFE DIPLONAS OF THE GRAMMAR GRADE.

Ammons, Visa
Anderson, Helen O.
Baker, Mary M.
Baumann, Mrs. M. A.
Beaty, Rose Eleanor
Beckwith, Caroline
Benson, Saidee
Bernstein, Margaret E.
Cameron, Clara E.
Canfield, Mrs. Berde S.
Cave, Elmer Lafayette
Connor, Joseph D.
Cook, Leroy D.
Cox, Millie M.
Crew, Maude E.
Croughwell, Anna T.
Dater, Alice E.
Durfee, Louis A.
Dewing, Sarah J.
Edwards, Frances M.
FitzGerald, Mary Frances
Gabler, Mary Adillia
Gleason, E. Minerva
Haas, Clara J.
Hamaker, Mary E.
Hobart, Pearl
Hodge, Emma
Hood, Caroline G.
Hopkins, May E.
Hutchison, Louisa W.
Jones, Ida M.
Kedon, Mrs. A. E.
Larkey, Geo. E.
Ledford, Mrs. Carrie
Lee, Robert A.
Leszynsky, Josephine
Livingston, Nanno
Long, Margaret
Manning, Lura
Morell, Mary B.
Morris, Frances
Morse, Nellie A.
Morrow, Mattie
Mosher, Libbie
Myers, Julia May
McCracken, Emma I.
McDaniel, Bertha
McFarland, Mrs. Slater
McGivern, Katherine A.
McKellar, M. Josie
Newton, Esther M.
Nish, Fred W.
O'Brien, Mrs. Nellie E.
Pease, Florence M.
Perrin, H. E.
Pettigrew, Mrs. Mabel D.
Pettijohn, Ada R.
Pool, Chas. A.
Preble, Mrs. Fannie C.
Reynolds, Mrs. Blanche T.
Roberts, Emeline L.
Robinson, Margaret A.
Roden, Lilian
Rogers, Merle J.
Sampson, May H.
Saunders, Frances Rhodes
Sheets, Kate
Skinner, Jennie
Shafer, Esther
Smith, Agnes M.
Stearns, Alberta E.
Stenger, Iva J.
Sullivan, Mary G.
Taylor, Mildred S.
Tebbe, W. E.
Tracy, Mary F.
Vivian, Clara
Ward, Julia V.
Watson, Martha A.
Wayne, Geraldine Mitchell
Westerman, Ellen D.
Wenck, Minnie
Wigton, Marie T.
Wood, Charlotte Elmire
Wurst, Sophia R.
Young, Clara

EDUCATIONAL DIPLOMAS OF THE HIGH SCHOOL GRADE.

Allison, B. F.
Briggs, S. D.
Dole, Mary M.

EDUCATIONAL DIPLOMAS OF THE GRAMMAR GRADE.

Atkins, Mrs. Lula
Babbit, Adelaide
Bacon, Emma T.
Barnes, Serepta A.
Bayles, Blanche
Bishop, Anita M.
Brearty, Mary F.
Brigham, Bertha A.
Brown, Marguerite
Bumbaugh, Alice C.
Cantrell, Jeannette
Case, Edith L.
Chaney, Samuel Marshal
Crandall, Rose
Davies, Mabel
Dennis, R. Eva
Duren, Cornelia
Fish, Delia Doretta
Freese, Elizabeth
Gilbreath, Kate C.
Glasscock, Lela
Grenfell, Bessie L.
Hawkins, Emma Frances
Hickerson, Ruby May
Horine, Mrs. Ella W.
Hunt, Isabel L.
Klockenbaum, Ida
Langley, M. Alice
Lingscheid, Hattie E.
McMahon, J. Morgan
Niles, Mattie
Nolan, Walter C.
O'Leary, James H.
Palmer, Cora E.
Parlin, Mrs. Anna E.
Pease, Fannie M.
Peirson, Edith M.
Perry, Irvin D.
Potter, Mrs. Nellie I.
Prentiss, Luella R.
Polhemus, Sempronia E.
Raker, Caroline E.
Shaw, Mary Edith
Stedman, Lulu M.
Stewart, Mary A.
Tolley, Florence
Ward, Jessie Pearne
Warmoth, Isabel
Witthouse, C. Pauline
Young, George A.

DOCUMENTS TO ACCOMPANY NORMAL SCHOOL DIPLOMAS.

Abbott, Mary V.
Anderson, Grace
Barnes, Lela
Bateman, Victoria
Brown, Aline
Cardoza, Ella I.
Carrick, Ida Eleanor
Collins, Bessie Griffin
Crowell, Alice G
Dockery, Mrs. Nellie G.
Ferguson, M. Edyth
Gilbert, Laura S.
Hicks, Clara A.
Kelly, Maude Lorena
King, Emma May
Lobenstein, Emma
Meader, Margaret
Mosher, J. W.
McGuire, Nancy Blair
Porter, Burney
Scollard, Dora E.
Sproul, Frank P
Sturtevant, Nellie M.
Tritt, W. W.
Venning, Gertrude F.
Whittington, Ida E.
Willis, Elberta M.
Willson, Clara E.
Wittich, Mary K.
Worth, Mrs. W. L.

DOCUMENTS TO ACCOMPANY UNIVERSITY DIPLOMAS.

Ackerman, Grace W.
Belfrage, William F.
Brier, Martha Annette
Bruere, Corrie
Dinwiddie, J. L.
Graves, Walter Huddleston
Mohr, Paul J.
Murdock, Glenn E.
Oliver, Bertha

Accredited Universities.

The following named universities and colleges have been recognized by the State Board of Education, under the provisions of section 1775 of the Political Code, as being of equal rank with the State University of California:

1. Leland Stanford Junior University, California, June 2, 1893.
2. University of Michigan, Michigan, September 1, 1893.
3. Cornell University, New York, December 28, 1893.
4. Brown University, Rhode Island, April 11, 1894.
5. State University of Iowa, Iowa, April 11, 1894.
6. Yale University, Connecticut, August 3, 1894.
7. Johns Hopkins University, Maryland, June 10, 1895.
8. University of Wisconsin, Wisconsin, August 16, 1895.
9. Harvard University, Massachusetts, January 7, 1896.
10. University of Minnesota, Minnesota, May 24, 1897.
11. University of Indiana, Indiana, January 3, 1898.
12. University of Nebraska, June 13, 1896.
13. University of Chicago, October 21, 1899.
14. University of Illinois, March 17, 1900.
15. Columbia University, June 9, 1900.
16. Clark University, June 9, 1900.

Graduates of the pedagogical department of the universities above named may be granted high school certificates by County Boards of Education on presenting the *diploma* and *recommendation* of the faculty as required by section 1775 of the Political Code.

Reviews.

THE TRUE CITIZEN: HOW TO BECOME ONE, by W. F. Warwick, D.D., and W. A. Smith, A. B has been prepared for use as a supplementary reader for pupils in the higher grammar grades, and calls attention to the close and real relation between the best citizenship and a noble personal character. The book is in four general divisions, treating respectively of The Child, The Youth, The Man, and The Citizen. It consists of thirty-nine chapters—one for each week of the school year—to each of which have been prefixed five memory gems; one for each school day. The use of anecdote and incident quickens the interest and holds the attention to the end. Cloth, 12mo, 259 pages; price sixty cents. American Book Co., New York, Cincinnati, and Chicago.

DER MEISTER VON PALMYRA, introduction and notes by Theodore Henckels Norton, professor of modern languages in Middelbury College, is undoubtedly one of the few real masterpieces of modern German literature. Teachers will find it a most welcome addition to the texts now read in schools and colleges. Cloth, 12mo, 212 pages; price eighty cents. American Book Co., New York, Cincinnati, and Chicago.

POPULAR ASTRONOMY, by Joel Norman Steele, Ph.D., revised and brought down to date by Mabel Loomis Podd, is excellently adapted for schools which do not require a very technical knowledge of the subject. Cloth, 12mo, 349 pages, illustrated; price one dollar. American Book Co., New York, Cincinnati, and Chicago.

A little girl not long out of the kindergarten dropped her books and bundles on the pavement and was heard to mutter:

"Deviled ham, deviled ham. If I knew anything worse to say, I'd say it."

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

Remit by check, postoffice order, Wells, Fargo & Co., or by stamps.

ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of $3.00 a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

The knowledge most worth that our common schools can give the pupils is based on the implantation of high aspirations.

* * *

The value of modern university training is found largely in the attitude that graduate students take in reference to life being a continuous growth. There is respect for knowledge that comes from the experience of the past, but the attitude of continuous research bringing about continuous changes is delightful, wholesome, and progressive. Forty years ago the student world would have been shocked if a college president changed his views on certain questions. To-day the student world would be shocked if the college president does not change his views to meet and welcome some new discovery of truth.

* * *

In colleges and universities the appointment of teachers for the ensuing school year is usually made in April or May. In the large cities an informal election is made before the close of the school year. In school districts the custom has been to notify the teachers a short time before the school opened. A healthy change has taken place during the past few years, and at the present time over seventy five per cent of the teachers have been elected in the district schools. The law does not permit a board of school trustees to make contracts for the ensuing year before July 1st, but there is no illegality in an informal election. It is hoped, however, that the law will be changed so that teachers may be formally elected before their vacation occurs.

* * *

The selection of Principal Atkinson of the Springfield, Mass., High School as Superintendent of Public Instruction for the Philippine schools illustrates the tendency in this country to lift the selection of educational positions out of, and perhaps above, the range of politics. He did not apply for the place. He refused a three years' contract, on the basis that he wanted to be free to resign whenever the conditions proved unsatisfactory to him. He also refused to outline a policy or make any promises. The commission became exceedingly anxious to secure so coy a man, as they were overwhelmed with applications from men who presented their claims in many different ways. We once called this attitude a big game of bluff but it really is a confidence born of fitness, adaptability and experience.

Los Angeles, Seattle, and other Pacific Coast cities have made a considerable raise in the schedule of teachers' salaries. While we have never believed in the oft quoted maxim that good salaries make good teachers, yet it is gratifying to all interested in the teaching profession that these cities have been sufficiently wise to realize the importance of paying larger salaries. Los Angeles paid salaries to the principals of the schools that were inadequate.

* * *

The proceedings of the California Teachers' Association for 1899 has been issued. Copies may be had by members of the Association by sending 15 cents for postage to the secretary, Mrs. M. M. FitzGerald, 1627 Folsom Street, San Francisco. This volume contains the notable addresses of Dr. Burke, President Jordan, President Wheeler, and others. It is a valuable contribution to educational literature and is printed in a large, handsome volume of over 400 pages, clear type, well bound, and complete in every particular.

* * *

The consolidation of rural schools to form union elementary schools, rural school supervision, and transportation of pupils are matters which have for some time attracted much attention in other states. Recently the subjects were discussed in the Report of the Committee of Twelve on Rural Schools. Since the publication of this Report the subjects have attracted much attention in this state. The last Biennial Convention appointed a committee, consisting of Prof. Ellwood P. Cubberley of Stanford University, Supt. J. W. Linscott of Santa Cruz, and Supt. J. W. Graham of Kings, to consider the subjects and draw up an Act for presention at the last session of the Legislature. As no satisfactory plan presented itself no report was made. When the subcommittee of the Educational Commission met in January the subject was one of the first to receive attention, and the proposed act, which we print in another part of this issue, was presented by Prof. Cubberley and adopted.

The advantages of concentrating scattered rural schools into one union school were pointed out by the Committee on Rural Schools in their Report, and have been emphasized by the State Superintendents of Massachusetts, Connecticut, Indiana, and other states where the experiment has been tried and proven to be successful. Briefly, they are as follows:—

1. The employment of more teachers to do the same number and grades of work, resulting in better teaching and longer recitation periods.
2. Improvment in class work and school spirit, due to the influence of larger classes in the school and more pupils on the play-ground.
3. A chance for supervision of rural schools.
4. A chance to enrich the course of study.
5. Retention of better teachers.
6. Longer school terms.
7. Greater community pride in the school.
8. A substantial saving in school money.

In many of the more thickly populated counties of this state there are one or more natural concentrating centers, and the proposed law would permit superintendents to make a trial of the plan.

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The National Educational Association, Charleston, S. C., July 7–13, 1900. John Swett, State Director, Martinez, Cal.; Irwin Shepherd, Secretary, Winona, Wis.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. Fitzgerald, Secretary.

Northern California Teachers' Association, Marysville, November 1, 2, 3. F. S. Reager, President.

MEETINGS.

Biennial convention of County and City Superintendents, San José, August 28, at 10 o'clock A.M.

SUMMER SCHOOLS FOR TEACHERS.

University of California, June 25th to August 3d.

State Normal School, San Diego, July 2d to August 10th.

State Normal School, San Francisco, June–July.

Pacific Grove Summer School, Pacific Grove, June 18th. Eight weeks.

The Summer School for Teachers, Tacoma, Wash., June 26th to August 14th.

Summer School of Science for Teachers, Pullman, Wash., June 25th. Six weeks.

Puget Sound Summer School, Seattle, Wash., July 2d to August 10th.

University of Idaho, Moscow, Idaho, June 20th to August 1st.

Western School News.

A. J. Matthews has been elected principal of Arizona State Normal School, at Tempe A. T.

President Benjamin Ide Wheeler is booked for a course of lectures at Chautaqua during vacation.

Superintendent F. J. Barnard of Seattle has been re-elected at an increase of $600 a year salary.

Carl C. Nielsen has been appointed a member of the County Board of Education of Solano County.

Prof. H. Clayton has been elected President of the State Normal School at Ashland, Oregon, to succeed W. T. Van Scoy.

Geo. F. Mack and Miss Alice Gartlin have been appointed members of the County Board of Education of Amador County.

Mrs. A. G. Campbell and Mrs. Mabel C. Kinney have been elected members of the County Board of Education of San Diego, Cal.

The City Board of Education of San Francisco has abolished the Spring Valley Evening and the Le Conte Primary Schools. The commercial department has been transferred from the Polytechnic High to the Mission High. Arrangements are now being completed for the introduction of manual training, sewing and cooking.

G. S. Bond, superintendent of Walla Walla County, Wash., has been elected to the principalship of one of the leading schools of Walla Walla.

Plans VI and IX, of Prof. T. L. Heaton's article on "Architecture for Rural Schools," will appear in the August number of the JOURNAL.

Judge Fitzgerald of Los Angeles decided that a Board of Education has a right to declare a teacher's position vacant, provided she marries.

Prof. Earl Barnes was married to Miss Anna Kohler at St. Helena recently. Miss Kohler is a graduate of Stanford and until the end of the school year taught in the Stockton high school.

Prof. Edmund C. Sanford of Clark University is a guest of Dr. F. B. Dresslar of Berkeley. He will lecture daily in the Summer School Course, from 9:30 to 10:30, in the University of California.

Joaquin Miller, who has been quite a feature at Teachers' Institutes during the past four years, has gone to China as war correspondent of the New York Journal, Chicago American and San Francisco Examiner. He does not expect to return to the United States until November 1st.

D. A. Mob'ey has been elected principal of the Stockton High School, at a salary of $2,000 per year. He succeeds F. E. Perham.

Prof. C. C. Van Liew, president of the Chico State Normal School, is one of the lecturers at the University of California, Summer School.

S. D. Waterman, Superintendent of Schools of Berkeley for the past year, was united in marriage to Mrs. Ida Marie Sanor of Alameda on June 20th.

W. W. Payne, who was a successful high school principal in San Diego County for a number of years, is now principal of the schools of Astoria, Oregon.

Madison Babcock, Joseph O'Connor, Richard Faulkner, and J. B. Casserley entertained Superintendent Atkinson during his brief visit to San Francisco, while on his way to the Philippine Islands.

Miss Lida Lennon, music and art; Miss Marie Hall, primary department; Ruth Mery, grammar department; Mrytle Brown, primary department, are the new teachers at the Chico State Normal.

C. C. Adams, at one time a member of the firm of the Whitaker & Ray Co., a graduate of San Jose Normal and Stanford University, was married recently to Miss Price, a beautiful and accomplished teacher of Anderson, Shasta County.

Captain Howard Ford of Colusa, has been elected to the principalship of the Vallejo schools, to succeed C. B. Towle. Capt. Ford has distinguished himself in the National Guard, in the regular army and as an educator.

M. B. Turner has resigned the presidency of the State Normal School at Cheney, Washington, and J. H. Miller of Lincoln, Neb., formerly editor of the now defunct Northwestern Monthly, has been invited to accept the place.

Clyde Olney, a graduate of the Fresno High School, and also of the University of California, has been elected as principal of the Fresno High School, to succeed H. W. Abbott. The latter resigned because the Board refused to increase bis salary.

State Superintendent Thos. J. Kirk and wife; Morris E. Dailey, President of San Jose Normal; Principal Hayman of Colusa; Superintendent Foshay, of Los Angeles; Suderintendent Bingham, and Principal Whitney of Tacoma, are among those who attended the N. E. A. from the Pacific Coast.

F. H. Leach, deputy superintendent of Public Instruction of Washington, has resigned to accept the superintendency of the schools of Chehalis, Washington. Superintendent Leach has been identified for many years with the educational work in Washington, and is a progressive and successful educator.

Superintendent F. H. Plumb, a member of the State Board of Education of Washington, a man of sterling integrity and progressive educational views, has been elected to the principalship of one of the North Yakima Schools. He is now serving the second term as Superintendent of Schools of Yakima County.

P. W. Kaufman, principal of the high school at Ventura, was elected superintendent of San Bernardino schools, at a salary of $2000 per year. He accepted. but resigned in a few days, on account of a newspaper controversy in San Bernardino in reference to salary. Principal Kaufman has gradually grown in the estimation of school people. He has done excellent work at Ventura, and he has done well, not only for himself, but for the profession of teaching, by refusing to go to a town where there is likely to be a fight on account of financial support.

Trinity County held the last institute of the school year, June 20th, 21st, and 22d, Prof. T. L. Heaton was the only instructor. and his lectures proved both interesting and profitabel, dealing with matters relating to rural schools. Weaverville is a long distauce from book centers. The large collection of recent pedagogic books which Mr. Heaton took with him received careful attention from the parents and teachers and many titles were taken down for school and private libraries. A collection of over sixty fine etchings and engravings accompanied the books. These and the two lectures on them proved very interesting to the teachers and general public. The mothers of Weaverville were as interested in the institute as were the teachers. So should it be, for they too are teachers. Trinity County has in its superintendent, Miss Lizzie Fox, a wide-awake, progressive educator.

School and Home Education.

"George P. Brown, editor and publisher of 'School and Home Education,' one of the most useful men and one of the best of publ cations, has met with a great loss through a very disastrous fire, which destroyed all the buildings on five b'ocks in the heart of the city. His subscription list is lost, as arel arge and value collections of records. All subscribers should send their name and address and the time to which their subscription was paid to George P. Brown, Bloomington, Ill., at once. Pass the word along."

All right, Brother Winship, we pass it along, but with the remark that it would be a distinct loss to educational journalism to have "School and Home" disappear in smoke. We trust that not only the old subscribers, but that many readers of this notice will send a new subscription to "School and Home." It is an original, thoughtful, impartial and helpful journal.

The following named graduates of the University of California have been placed in schools in various parts of the State: Miss Lena Macauley, '00, teacher of Latin and Greek in Mills College; Miss Lily Hohfeld, '99, in Yreka High School; Miss Rose Hohfeld, '99, assistant teacher in Red Bluff High School. Miss Gertrude Allen, '00, succeeds Sidney Elston in the San Diego High School. Mr. Elston will take a similar position in the Berkeley High School.

Roswell Wheeler '96, goes to the head of the history department in the Alameda High School. Miss Emma Garretson becomes a teacher of French and German in the Alameda High School. Miss Beatrice Reynolds has resigned from the faculty of Vassar College to accept a position as teacher of Greek and Latin in the Los Angeles High School.

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The annual commencement exercises of the State Normal School, Los Angeles, were held June 28th. The members of the three graduating classes for the year received diplomas. There were one hundred and twenty seven students graduated. Of the number only seven were young men.

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Tehama County School Notes.

The County Board of Education granted but two grammar grade certificates at the recent examination. The board displayed sound judgment and good sense in not making many changes in text-books. A large class of applicants for graduation from the grammar schools presented themselves for examination this year. Eight of the number averaged over 90 per cent. the highest being from Principal G. K. Bingham's class and the second from Miss Lena Nangle's at Proberta. One of the eight was a little girl twelve years old from the Tehama grammar school, Miss Beatrice Simpson.

One of the sad events of the spring was the death of Evelyn Cain, the primary teacher at Antelope. She was ill but a few weeks, having contracted consumption. She was a most estimable young lady and will be missed from our body of teachers. Miss Marie Sabelman completed her term.

The Red Bluff High School closed recently after a most successful term. The attendance grew steadily from September last. A class of seven graduated, most of whom will attend higher schools. Too much credit cannot be given Principal O. E. Graves and his corps of teachers.

The trustees of Red Bluff Grammar School showed good sense in their recent selection of teachers without applications. Some teachers had not dreamed (?) of being chosen. This is as it should be. Many teachers display a woeful lack of professional spirit in applying for a dozen schools, creating the impression that there is a large surplus of teachers. The new teachers in Red Bluff are, Misses Edith K Johnson, Lydia Walters, and Estella Matlock. G. K. Bingham is retained as principal, and E. B. Warmoth, as vice. The new trustee is W. F. Luning, the well-known county surveyor.

Corning school has grown over 100 per cent. Six teachers will be employed this term. The immigration to Maywood Colony is the cause of the rapid growth. Principal A. W. Glover, it is understood, will not be retained. We are sorry to see frequent changes, especially in the principals of our schools.

Three teachers. G. K. Bingham, E. B. Warmoth, and Miss Jeanette Fihs, are engaged this month (June) in taking United States census.

Miss Retta Counsel, formerly a member of our County Board, and for many years in the Red Bluff schools, has gone East to remain.

Principal J. D. Sweeney has gone to Pacific Grove to take a course in history in the summer school at that place. He is accompanied by his wife. He will, no doubt, return to Tehama, where he has been for the past twelve years.

At a recent meeting of the supervisors, H. L. Bankhead and Virginia De Shields were appointed on the board of education, vice G. K. Bingham and E. B. Warmoth.

Ex-Superintendent Belle Miller is teaching this summer near Lyonsville.

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The District Schools of Fifty Years Ago.

BY R. M. SHACKELFORD.

[The following article is free from the usual exaggerations of reminiscences. It is the simple story of the rural schools of 1850 in the middle west. Mr. Shackelford has served as a public school trustee for many years. The Paso Robles schools, under Mr. Shackelford's management as trustee, have achieved an enviable reputation. He is a member of the California Educational Commission and an active worker for educational reforms.—EDITOR.]

In considering the demands upon our teachers by the patrons of our schools at the present time, I have concluded that a brief statement of the conditions of the schools as they existed fifty years ago when I was a school boy, might not only be instructive but interesting.

It will not only give you an idea of what our schools were at that time, but enable you to draw a comparison between the conditions that prevailed then and our methods now in vogue, which will the best enable you to understand the wonderful strides that have been made in our school system and methods during those fifty years.

Just fifty years ago last January I finished my education as far as my school days were concerned. I afterwards attended night school in California for three years at a cost of two dollars a lesson, while working in mines during the day. I was unfortunate in having failed to get a good education myself, which caused me to realize the disadvantages under which young men labored who failed to receive a good education, and which, also, caused me to become greatly interested in the education of our boys and girls.

I entered school when I was six years of age and continued for two years steadily, after which I attended school during the winter and worked on a farm during spring, summer and fall. I mention my own experience because this was the rule thruout the country where I lived at the time and every boy that I knew, was subject to this rule.

We had no public schools at that time. Teachers were employed and paid by the patrons of the school. School districts were formed much the same as they are formed now. Three school trustees were elected, whose duty it was to employ teachers and collect the money to pay them from the

patrons of the school. Teachers were employed by the year. The salary was usually $12.00 per month during the summer and $14 00 per month during the winter, the difference in the salary being caused by the fact that only the girls and small boys attended during the summer, while during the winter the older boys attended, making much more work for the teacher during the winter.

The school term continued the entire year without intermission. If a day was lost it was the teacher's loss. Schools were opened at eight o'clock and closed at five, with fifteen minutes recess in the afternoon and the same in the forenoon, with an hour intermission at noon. The subjects taught in the school were reading, writing, spelling, geography, grammar, arithmetic and history. The teacher boarded around with the patrons of the school. The schoolhouses were built of logs which were usually contributed by the patrons of the school, each one delivering upon the ground so many logs hewn ready to put into the building, as were the puncheons for the floor, benches and writing desks.

When the material was all on the ground, all of the able-bodied men in the district met on a day fixed and the building was erected.

The seats were made of timber hewn from basswood logs about ten or twelve feet long. Legs were inserted into auger holes bored for the purpose. These benches were placed along each side of the room about two feet apart, the writing desks at one end and the fireplace at the other end, leaving a space of a few feet in the center of the room where the classes were arranged standing to recite their lessons.

In this small space the teacher would walk back and forth with a hickory or hazel switch under his arm, ready to pounce upon scholars who dared look off their books. The remedy for bad lessons or violation of any rule of the school was a sound thrashing.

The rules of the school were written out at the commencement of the school, and tacked on the wall and read by the teacher on Monday of each week for four weeks and upon the entrance of a new scholar, after which no scholar escaped the rod who violated one of the rules. The children studied "out loud" during the study hour, which was had once in the forenoon and once in the afternoon; during the study hours the pupils sat with their faces to the wall, the teacher walking back and forth with rod in hand, and he never hesitated to pounce upon any pupil whose voice he could not hear, never deigning to give a word of caution or admonition of coming punishment.

In this way perfect discipline was maintained—the strangest features being that the patrons of the schools thought it the proper thing to do, being perfectly content to have their children thrashed at will by the teacher.

The only credits given pupils were head marks, which were given to the pupil that stood at the head of its class at the end of each lesson, and who would go to the foot of the class at the commencement of the next lesson. Thus the head marks were the test of scholarship in the school, and were the cause of great rivalry among the brightest scholars, the victors in the different grades usually receiving a prize from the trustees or patrons of the schools.

There were two queer customs in vogue before and at the time I left school, the origin of which I have never been able to learn, although I have endeavored many times to do so. One was that of "turning out" the teacher at Christmas and forcing him to treat the school, and give a week's vacation during Christmas time. The other was the habit of some people to cry out "school butter" as they passed the schoolhouse.

The first, I think, grew out of the fact that the entire year belonged to the teacher, so, if a vacation was had, it came out of his salary, and it was necessary to force the teacher to give the vacation, or attend school during the Christmas holidays, or if the pupils did not attend, the teacher drew his salary without having to teach. Hence, during the week before Xmas the boys would draw up a petition which would be signed by all of the large boys and girls, and presented to the teacher, asking for a week's holiday and that he treat the school to a keg of cider and a barrel of apples, which was seldom granted.

The result would be that on Christmas Eve, or the last day of school before Christmas week, the large boys and girls would assemble at the schoolhouse at midnight, provide wood for a day's siege, take possession of the schoolhouse, bar the doors and windows, and await the coming of the teacher. If he still refused to grant the petition, and the boys were strong enough, they would sally forth, catch and bind him and take him to the nearest stream, cut a hole in the ice and stand him in it until he would yield, whereupon, the cider and apples would be sent for, and with the cakes and good things provided by the girls, the pupils would proceed to hold a session of high jinks in the schoolhouse.

If the boys were not strong enough, the teacher was kept out until a compromise was effected, which always followed, as the teacher could get no pay until he reported for duty in the schoolroom. But a school that did not force the teacher to give a week's holiday and treat the pupils, was considered a very snide school, and a failure was the cause of great humiliation for the pupils.

But "school butter," notwithstanding the sport that grew out of it, has always been a puzzle to me. I have never been able to see any sense or reason for it, and I only know it was considered a banter, or a slur on the school, and when a person in passing the schoolhouse cried out "school butter," that fact dismissed the school, and the boys and often the teacher, rushed pell-mell out of the schoolroom in pursuit of the offender, and would follow him to his home if necessary and bring him back to the schoolhouse, where the pupils would form a procession and march to the nearest water and give him a thorough ducking. Nothing less would wipe out the fancied disgrace.

The above conditions and customs applied only to the country schools of the time of which I speak. In the towns and cities the schools were fairly good, in fact, some of the secondary schools were considered most excellent at that time. But my experience was in the country schools of which I

speak, the memory of which is as clear to me as if it had all occurred but yesterday.

When we consider the conditions that prevailed at that time in comparison with the efficiency of our country schools of today, the great difference only becomes reasonable when we realize that nearly one-half of the existence of our government has passed since the conditions referred to existed.

Then our parents really thought that an education could not be secured unless it was literally whipped into the child, and when the teacher soundly whipped one of their children, it was an evidence of the great interest that he had in its welfare.

The examination of teachers was done by the Board of School Trustees, and the applicant that could spell, read and write well, usually had a walk-over, as these subjects were considered of the greatest importance.

In California the improvement of our public schools has been continuous since the organization of state government. Laws have been enacted from time to time for the enforcement of improved methods, until today our school system is among the best in the United States.

With each step for the advancement of our school system, have come additional demands upon our teachers, and year by year the facilities for training our teachers have increased to meet the demands of educators and the patrons of our schools. So that at the present time, with a great surplus of teachers residing in the state, and the sharp competition for positions in the schools, it is absolutely necessary that teachers keep abreast of the times by getting thoroly equipped for the work now required of them.

The people of the state, through the legislature, have provided ample ways and means by which teachers are enabled to secure efficient preparation and training, to make them thorohly competent in every respect to teach our children, and our people have a perfect right to expect those who presume to teach in our schools to take advantage of the means provided by the state, and fully prepare themselves before they ask for a position in our schools as teachers.

A pedantic and self-satisfied schoolmaster, with a habit of leering that made his countenance repulsive, was explaining to the school how Janus came to be so named.

"Janus," he said, "was double-faced. It was well enough for him, but it is a bad thing for boys to have two faces. Johnny Green, there, is double-faced. He looked me in the eye yesterday and told me he had studied two hours at home on his arithmetic; and when I turned to the board to correct his work, he looked around at the school and winked. Johnny Green, do you think I would have two faces like that?" And the schoolmaster leered at him.

"No, sir," said Johnny, "we all know you don't have two faces."

"How do you know it, Johnny?" asked the master, gratified.

"Because if you had any other face than that one you have got on you would wear it," replied Johnny.

This fable teaches that compliments should not be examined too closely.

—*C. W. Bordeen.*

The Correlation of Educational Aims.

ARTHUR ERNEST DAVIES, PH.D.

We may take it as a sign of our superiority to other ages that we have learned to ask ourselves questions. Time was when the question formed a sort of permanent relation between two minds, the questioner and the questioned. All that has largely changed, and we have learned the meaning of the personal appeal, especially in matters of fundamental importance. I have said this may be taken as an evidence of superiority; it certainly is a token of the increasing self-consciousness of the race. And when we consider the character of these self-directed inquiries we find an eager restlessness in view of the undiscovered meaning and purpose of life. The apparent answer with us is never final; we somehow are not satisfied until what is not obvious has been brought to light. Thus, if any one in the reflective mood begins to speculate upon his own business or profession, let it be a blacksmith for example, he will be unable to remain contented in the thought that he has performed the whole duty of man in his particular line of making horseshoes and repairing implements; but will, with a convincing shake of the head, ask himself, "Why am I a blacksmith?"—with a strong emphasis on the why. And perhaps he will regain in mental composure when the why of his question is found in the muscle of his arm.

It is not surprising, therefore, that among teachers and the teachers of the teachers a similar attitude is being assumed toward their profession, and not a liitle discussion is being devoted to the subject of educational aims. To rightly estimate this tendency we must take it in connection with the broader outlook of today, for it is no isolated phenomenon as we have suggested, but is connected with the changed attitude of the age toward the significance and purpose of life. That the schoolroom should have been brought from its provincial isolation, and that the teacher should aim to take his place among the business men of the world are facts worthy of attention and commendation, if they are surrounded by dangers unknown to the former state of affairs. Even if not a few mistakes are made and as many foolish questions asked we could not if we would, and would not if we could, arrest the evident direction of our educational interests. But the purpose of this paper is not to trace out, in prophetic fashion, future events—that may be left to time, "the great revealer"; our object is much simpler and nearer to hand. Taking as symptomatic of the change of thought and feeling within the profession the interest given to questions of purpose, we shall, we hope, be helping some perplexed teacher in the discharge of his immediate duty by trying to correlate two or three contending claimants for supremacy. *The* educational aim has not been determined upon, perhaps never will be; the practical inquiry, however, is already confronting us: How may we utilize the valuable suggestions of each so as to reënforce the present motives and methods of our educational results?

We may distinguish, just now, three ideals which divide the advocates of school theory into three separate camps. If you raise the question, By what

test is the work of a teacher to be gauged? Some will answer, By the amount of information imparted; others, By the pupil's facility of mental apprehension; and still others, by the degree of moral sensitiveness of the school. Corresponding to each of these tests, there is a distinct object to be realized, when we look at the subject from the side of the teacher instead of from the side of the Board of Directors. The teacher, then, may regard his work to consist in giving instruction, in producing mental ability, or in developing moral character. Some interesting complications arise from this state of affairs, the consequences of which are visited upon the head of the unfortunate teacher. Thus, to give only a single instance, a teacher is engaged to take charge of a particular school. He does his work in a systematic way and results are beginning to reward his efforts. Ignorance is giving way to knowledge and the general interest, both the teacher's and pupils', is steadily on the increase. The Board, or some members of it, visit the school and proceed to test the teacher's work. The first question the pupils are asked is, What would you think of a pupil who copied at examination? Many hands go up, and the one selected, from the younger pupils, replies: "I should say he's smart!" Now, what is the trouble? Undoubtedly the answer reveals a low stage of moral perception; but would the questioner have been better satisfied if he had been told that probably the pupil didn't know the correct answer? Not a whit. It is not difficult to see here are two conflicting standards, the one which the teacher regards and the one which the Board thinks all-important, and they don't seem commensurate. Nor is this an exceptional case; for we might take the same question and answer, when it would not be difficult to see that, with a change in the standard, the teacher would receive approval, for the reply shows mental alertness, if it tells for nothing of what the pupil knows, and is, at the same time, bad morals. And so long as the question of educational aim is left in the present unsatisfactory state, there seems no way of escape from the reduplication of such instances. The only other way is for the teacher to find out from the Board what it expects from him; but let no one act upon this suggestion, for who supposes the Board would engage any one "who didn't know his business"? So then, while differences of opinion last, we must do the best to see whether, from which ever point of view we start, we may not also do something to satisfy the demands of the other two.

The correlation of educational aims may be undertaken in somewhat the following way: Suppose we confine attention to the most difficult case, namely, to prepare the pupil for his fuller entrance into the moral life. Then I shall maintain that information and mental capacity are both necessary for the production of right characters.

If it were our purpose to criticise this ideal instead of seeking to harmonize it with others, we might perhaps begin by seeking a definition of that character which is, for the purposes of school life, to be considered right. There is a very popular delusion that questions of this kind are very easily answered and that agreement is very easily reached on moral issues. The fact is that divergence of opinion is the most characteristic thing about ethical

inquiry and that beyond a few fundamental principles and prohibitions we are about as far off from reaching general accord as if we belonged to different races and inherited different traditions. It would be easy to pursue this line of suggestion if not to the final discredit, yet to the temporary discomfiture of the moral purpose of the public school. But we have glanced along this line not with the object of raising "the horrors," but because there is in this connection a suggestion of which we wish to avail ourselves. For if we come to recognize the fact, the important lesson it has to teach is that the moral conceptions of the work, like all the world's conceptions, are gradual acquisitions and not native endowments. Right character, that is to say, is not a fixed and permanent product to which appeal may be carried, as to a moral yard-stick, but is a fluid conception which has its roots in the past and its fruition in the future. Before, therefore, we can apply any such criterion to the school progress, it is evident that we are forced to set the pupil in proper relations with his antecedent circumstances if through him the world's morai movement is to be adequately advanced. While getting the ethical standard to work in the modern schoolroom, the teacher is obliged to cease moralizing, he has even to forego correction in the form of "you ought" and "you ought not," and to teach history. There is this interesting feature about the formation of character, to which everything else is made subordinate, that while your precept may be very good, it will tax your wits sometimes to answer the inoffensive Why? of your youngest scholar. There is great danger of compelling our teachers to become unpractical theorists, if we do not recognize that our pupils are all of them uncompromizing realists. And the only way to save the discipline of the schoolroom and the lives of the children is to set about the proper work of the place,—that is to say, to teach.

It is an encouraging feature of the hour that so much attention is being given to "courses of study." The relative value of studies *inter se*, is a fruitful topic of debate, and we are crossing out on to the broad ground of common sense when recognition is made of the fact that the child is interested in the same class of things as other folk, namely, men and the relations of men in the actual concrete circumstances of life. But what is this, but saying that we are to give the pupil his moral bent through intellectual appreciation of the historic course of events? And how can this information be imparted unless the teacher teaches,—that is, does that for which he has primarily qualified himself?

But now comes further complication, as it always does when the subject of method is introduced. In the nursery we have stories told to us. That is the method of teaching moral ideas. The prince always carries off the beautiful princess from the cave of the villian of the tale. Is there a change of method with a change of place? So long as parents will send their children to school at the age of four or five instead of from seven to nine, the primary teacher has little choice in the matter. But evidently the schoolroom is not a nursery, and most of the scholars are able to study. This is a new conception; it is the correlative of to teach. Now the question comes in, how can the moral incentive of history exert its influence in the life of the pupil who

is unable to read? Reading then becomes an immediate necessity of the scholar if he is to learn, and an important medium for the teacher if he is to teach. It thus assumes its proper place and function in the pupil's school life. It is never an end in itself. Like speaking, it marks an important psychological stage: they both are steps in the progressive independence of the child. But with regard to both we may also note that dependence on one set or series of circumstances gives way to a still larger and more wide-reaching dependence. Thus the acquisition of new accomplishments, and advancement in old ones, always means development of the personal relations in increased number and complexity. So that the progression of studies is itself an advancement of the individual mind into those moral connections with other minds in which the character becomes fixed. And from this point of view we should ever accord to mathematics a high place of moral work. We might write many pages on commercial ethics which would enforce this truth; but we forbear. Enough, perhaps, has been said to suggest the truth that be you never so anxious about the kind of boys and girls that are graduated from the schools, you can never obtain that moral leverage over their life, which is most desirable you should have, if you neglect the primary duty of your office as teacher.

We have seen that right character may be gained by the pupil in school as the result of the teacher's sincere effort to lead him along the thorny path of knowledge. We have now to consider the second point, namely, whether the second ideal of mental capacity may be harmonized with our moral school product.

There is a prejudice which any such question as is here proposed is sure to meet, and which it may be as well to face at once. It is very commonly held that the good boy and the bright boy are necessarily two boys, because "good" and "bright" predicate antithetic qualities. This seems to be the weak spot in our endeavors to correlate the various aims and to make them mutually supplementary. Are we then to forego the task when on hand, and apologize for holding out a delusive hope? Not until we have inquired a little farther into the matter. For, after all, this may be one of those conventional estimates which embody only part of the truth; and then the missing part must be sought to set us free. And, indeed, we have not far to seek if we would find out how the antithesis arose. It comes of that over love of the concrete which is the popular idol, and of opposing the two types which have been "made to order." But the question, with us, should be not, must they be, but are they in necessary opposition? We have already said that the good is a term of indefinite meaning; and strictly you define so as to get the individual example, you have lost the good and gotten the prig. If this is the process by which the antithesis has been formed, we do not care to dispute the result; only we should insist that your moral monstrosity be called by a more exact term. In our meaning of good, there is no reason why the mentally and morally capable boy should not be the normal boy; nay, further, we do not see how you can secure ethical sensitiveness in the pupil unless you at the same time develop mental capacity.

Before we consider this point at greater length, we shall take up the relation between the other ideals, for we hold that the moral life must be built upon broad foundations. The ignorant and mentally obtuse scholar cannot become a good citizen. You cannot build character any more than dwellings *auf der luft.* We have already seen that directly you get your school organized for the purpose of realizing the ethical idea, your first business is to impart some very necessary information and instruction. The "three R's" at any rate, and much else besides, we think, must be included in the course of study. Now it is extremely interesting to note another result from this course which has been necessitated by the moral aim. It might seem that all this is in a backward direction; we have now to see that there is a forward movement along another line. Thus, let our school be composed of pupils whose ages average nine years. Going at our work in a scientific way, we need waste no time in trying to find out how much or little each scholar knows. Start them together. Your aim is to make them good girls and boys. Teach three months and then take a vacation. At the beginning of the second term conduct an informal review, and the result will show a series of suggestive differences. But suggestive of what? Of intellectual variations. You have now the basis for a graded school. Under the one exclusive aim with a common method you have realized a result different from either: there has been a distinct mental growth. And what has been said of this particular case is true of all advancement in knowledge up to and inclusive of the university; for it is not upon details of information but upon mental ability that promotion takes place, for it is this which distinguishes those who secure, or ought to secure, the prizes of life. Thus, if we may reap a practical suggestion by the way, school examinations must be so conducted as to be a test not of a single faculty, for example memory, but of the entire mind. But this apart, mental discipline is clearly the result of well-ordered teaching; and this is not its least valuable feature.

We return now to the question which has been held in abeyance. Have we come any nearer to the *beau ideal* of school life which we started out by recognizing? Not perhaps if you regard that ideal as chiefly prescriptive. It is, of course, true, that several important duties have by the way been enforced and learned. Thus no one can become an apt scholar who is not obedient and diligent. The moral aim would be justified of separate mention if these qualities alone were meant. And if with broadening intelligence they secured firmer root and come to be fixed habits of character, unstinted praise would be merited by the teacher. For we may say that they are the fundamental qualities of all successful living. And, furthermore, their recognition by the scholar ought to become in larger measure the permanent motive of school discipline. But directly the pupil has become so far moralized that the personal appeal can be made with effectiveness, you may then hope to attain a larger measure of success throughout the remainer of the school course. We shall briefly indicate the lines along which the progressive mastery of the moral life seems to us to lie.

It is not now a question whether ethics ought to be introduced into the

school curriculum as an extra study or take the place of some other subject, say physiology, in the education of the child. We have rather to consider whether, under the practical relations of the school, the teacher, however desirous he may be, can, in the moral training of the pupils, go beyond the limits of the developed mental capacities of the scholars. In other words, does not mental alertness, quickness to perceive relations, determine the extent of moral training of which the boy or girl is capable? This inquiry must be answered in the affirmative. We have said above that mathematics must be given a high place in the scale of values. This is because mathemathics, more strenuously than any other study, emphasizes the analytic and synthetic movements of the mind in reaching all knowledge whatsoever. But no knowledge of any kind is reached until yon can formulate a conclusion in the form of a judgment. All this, of course, presupposes mental culture. Its application to morals is obvious. Here we have to do with living persons in definite changing circumstances. The moral life has not begun until the individual has learned to raise, with regard to the relations which bind him to his fellows, the moral question. Now immediately this is done you have a problem to solve which involves you in a tearing-down and building-up process until your conclusion is reached. It is first of all a problem for thought; and its successful prosecution will depend upon the ability of the mind to seize its essential features and to arrive at a final judgment which the facts of the case warrant. Now who does not see that as much wisdom is required in setting the "example" to be worked out in this department as in arithmetic, algebra or geometry? In the mathematical branches general mental ability is recognized as determining the next higher stop; then shall we use the same degree of common sense in relation to the more intricate and delicate complications which arise in the moral life? It is because we have thought moral questions are so easy to settle that we live such immoral lives. This, I think, is particularly true of the child of school age. What we need, if we are not to miss the mark, is to train the pupils in mental respect for questions of conduct and to let them know that whatever broadens the perceptive faculty is so much gain, because it enables them to arrive at a just estimate of their fellows and of the relations by which they are bound to others.

Then, again, the moral life is one of action. Conduct, according to Matthew Arnold, is three-fourths of life. With every mental conclusion there is born a practical duty. The right to think is our inheritance, the will to do, our responsibility. All judgment is self-judgment. Hence, if our school aims are not to be abortive, they must concentrate upon the active life. We do not say that the school must prepare the pupil for his business career; the school-life *is* the pupil's business-life. All he learns must get effective expression, or we must say he has failed to learn. Executive action is not the far-off event which we must wait for with fear and trembling; it is the present necessity of the teaching process. The school-life of the pupil is too often repressive; it ought to be expressive. Not only is it true that we learn by doing; we enter into life in the same way. To be is to do. But you can

neither be nor do except by knowing and willing: You must know what it is you ought to do. You must also will to do it. And when these two go hand, in hand not fitfully, but as twin-sisters, the life is moralized. It is safe to graduate the pupil with whom both have become habitual; the teaching function has been realized. He is an unsuccessful instructor who fails when this test is applied, and that pupil who neither asks nor answers the moral question has not qualified for a diploma, and, moreover, is a menace to the state.

The Education of the Indian.

HERBERT BASHFORD.

The good old New England mother, who, when her daughter was preparing for a journey through the far Northwest, advised the young lady to have her hair cut lest, because of its abundance, it should prove tempting to some Indian brave in search of rare scalps, is but an illustration of the opinion many Eastern people entertain concerning the aborigines of the Pacific Slope. It is difficult for those of the Atlantic seacoast who have not visited the West to think of the red man other than a painted savage with a tomahawk. They fail to comprehend that the vast majority of our western Indians are today a law-abiding, industrious class of citizens, and that the young men and women are, as a rule, fairly well educated.

Indeed, few of us can realize what our Government is doing for them—that it is educating nearly twenty-five thousand children of the various tribes, the greater portion of whom, according to statistical reports, will make use of the instruction that is being given them. Yet despite the gratifying results obtained, there is in numerous instances a pathetic side to the education of these people that appeals strongly to the sympathetic nature. More especially does this apply to those of mixed blood, whom Fate has deceed must ever be classed as Indians, and to whom the light of civilization very often reveals only the deep gulf lying between the two races to which they belong—a gulf that grows in width and depth the farther they advance in the realm of enlightenment. Nor is this an imaginary picture. It is a condition experienced by many sensitive souls when they are made to realize the position they occupy; that the greater their culture the more acute their misery, because of the knowledge that at best, after days of striving and study, they are in the white man's world simply Indians.

The young woman we designate in common parlance as a "half-breed," to whom we have opened the avenues of learning and who, though keenly conscious of her isolated position socially, is possessed of an ambitious spirit, and strives to attain to higher things, is a heroine worthy of our highest admiration, for her life is filled with disappointment that we may well wonder why the voice of civilization does not become to her a mere mockery. Her whole nature revolts against associating herself with the Indians among whom her childhood was passed, yet try though she may, she finds to her

sorrow that there is an insurmountable social barrier between herself and that goal she is struggling to reach.

"Why was I educated only to find myself an exile?" she asks. Nor can we give a satisfactory answer to her question. Education has by no means made her happy. On the contrary, it has brought but a vivid realization of her true condition, and filled her once peaceful heart with vain longings, bitterness and misery. In such a case the proverb "He that increaseth knowledge, increaseth sorrow," is lamentably true. Yet, as she is dependent upon us, we cannot permit her to grow up in ignorance.

Assuredly the Indian problem, in its various phases, is one of the most vexatious with which the government has had to deal!

MAY MARRIED WOMEN TEACH?

ALICE CARY.

Judge Fitzgerald decided that the Board of Education has a right to declare teachers' positions vacant, provided they marry.

Prof. Earl Barnes was married to Miss Anna Kohler of St. Helena recently, therefore, there are two vacancies.

We are always talking or reading about the "survival of the fittest"; now, in every school district in the State there may be one girl, possibly two, who have the necessary qualifications of a teacher, *viz:* strong physique, beauty, "warm heart and fine brain," and means enough to attend the High School four years, the University two or more years. This precious daughter must go through all this training, then if she teaches one year and happens to meet a poor but worthy man, perhaps in the same profession, she must give up her life work, because "she marries."

I have a beautiful and gifted daughter whom I thought to give to the noble profession, but when I thought of these things I said, "No. She may study medicine, and if at the end of her four years' course she wishes to marry a doctor, she may, and still be able to fellow her profession and perpetuate a race of intellectual beings, and not pine in loneliness without love and home in old age."

I know a doctor and wife who are happily and successfully following their profession together, where, if separated, either might fail. He is rash and impetuous, and would rush into debt for appearance sake, while she is quiet and determined and says, "Wait until we can pay cash for this or that." He is a good collector, while she is not. Their boat is gliding on to success. He seems to guide, but she holds the rudder. Either, alone, would come into port in a boat labeled "failure."

I suppose the question has been forever settled, unjustly, in our cities, still 'tis well to reconsider some things.

I have read of a city where married women are allowed to teach. Maternity is the natural outcome of marriage, and it should be so, and in this city when maternity approaches, the teacher is given a year's leave of absence, and

when it is known that she has become a mother, she is made a present and reinstated.

Of course, school directors should know something of a teacher's finances. If she is wealthy or has a wealthy husband she ought not to teach, but if both are poor and working hard, why not let the wife teach? Would you object to her taking in washing? Fellow-citizens, will you please make a law to keep women from the wash-tub when they marry?

Flowers In the Schoolroom.

MAUDE C. DE TRACEY.

Who does not love flowers? To whom does not the fragrance of the mignonette and violet bring back some tender recollection, the glimpse of a pansy bring to mind the memory of some loved one; or a bunch of fragrant, beautiful roses recall some happy golden moment, gone; perchance, never to return!

What gray-haired man or woman now nearing the end of life's journey, will not smile and sigh as they see the old-fashioned hollyhocks, "laylocks," or sweet williams that recall so plainly the dear old homestead, where such flowers grew in quaint profusion when they were young and gay?

Have not all of us some dear ones now on the other shore—in whose pale, cold hands we have placed rare white blossoms, and over whose graves, mid falling tears, we have strew the favorite flowers of our loved ones?

Surely to each and all of us the flowers are dear, and I am sure that no one will deny that they have an undefinable power over the least susceptible of us, a softening, refining ennobling influence. It is on these grounds, then, that I would make my plea for their more common presence in the schoolroom.

Of course, in city schools, and in many country schools, there are well-cared for grounds, covered with beautiful flowers and rare shrubbery, but it is not of these that I would write.

Who has not entered a bare, dreary school-yard, way back in the hills, and from there on into a schoolroom where the hot rays of the sun streamed in the windows, making the bare, dreary walls more dreary, and the tired, dispirited faces of teacher and pupil seem more tired and dispirited! Nowhere a bright spot on which to rest the eye—nothing but just the bare necessities of a most primitive education.

Perpaps these children come from homes where the practical has crowded out the beautiful things of life. Perhaps in this teacher's hands lies the power of stirring these children up, planting in them or helping to grow the longing for "something better than they have known."

Some districts are so poor that they cannot furnish their schoolrooms luxuriously, or even comfortably, but what teacher could not secure some flower seeds—just some common kind which, with a little care, will amply repay the labor expended on them?

The children will soon become interested and willingly procure the neces-

sary soil and water, and as the plants grow and the pretty blossoms unfold, the teacher will find even her noisy, quarrelsome pupils watching them with interest, aye, even becoming less troublesome, for somehow there is something in their beauty that appeals even to the rough and vicious boys.

If, in the early spring, the teacher will ask one of her pupils to bring her a large box, the length of her east window, then have one of the boys put up a strong shelf for her; she will have a good place for a few hardy blossoms. Some soil, fertile but not too rich, a handful of mixed sweet peas and morning-glory seeds, and, perhaps, a few pansies, these are all she needs.

Place the sweet peas and morning-glories nearest the window, and as they grow make a lattice-work of twine for them to clamber on, put the pansies in front, keep them all well watered, and almost before you know it you will have a beautiful, fragrant mass lighting up your whole schoolroom, making a restful, pleasing contrast to the rest of your surroundings.

And, as I have said before, the children will enjoy them. Then what an opportunity for the nature study, that is now becoming a necessary part of a child's education, it will give you! The interest of the pupils, well-directed, will increase each day, and soon a teacher will find that her influence is extending even to the home, for some of the older girls will be trying to have a garden like teacher's, and oh, how amply repaid she will be, for every teacher knows—often to her sorrow—as the pupils are at *home* so are they at school!

Now, just a few words about the school yard. Of course in many places many flowers and rare shrubbery are impracticable, but a few locusts, a rose bush or two, set out and spaded around and watered occasionally, will nearly always flourish, and a bed or two of simple flowers—petunias are pretty and hardy—all these will do much to aid a teacher in her work.

During vacation one of the children whom the teacher's kindness has won, will gladly care for the plants, and if, as is far too often the case in country schools, the teacher finds that she has not suited the entire community, her predecessor will at least appreciate her work, and endeavor to do likewise.

But she, too, will reap her reward. A teacher's work is not with the mind only, it is with the body, aye, even with the soul; and if the Board of Trustees are fault-finding and dissatisfied, perhaps she will have raised a longing for something nobler in one heart, and, even so, she will be repaid —aye, even a thousand fold!

RECENT SCHOOL STATISTICS.

In 1897–8 the total estimated population of the United States was 72,337,000. Of this number 21,458,294 — a number nearly equal to the population of Austria — were of school age, as it is called; that is, they were from 5 to 18 years of age. This is not the age covered by the compulsory education laws, but the school age as the term is used by the United States census. By school age is meant the period during which a pupil may attend a public school and during which a share of the public money may

be used for his education. It is obvious, then, that persons who have satisfactorily completed both an elementary and a secondary course of study may still be returned as of "school age" and as "not attending any school." This fact has always to be taken into account in the interpretation of American educational statistics.

In 1897-8 the number of pupils entered upon the registers of the common schools — that is, the public elementary and the public secondary schools — was 15,038,636, or 20.68 per cent of the total population and 70.08 per cent of the persons of "school age." The total population of Scotland and Ireland is only about half so many as this. For these pupils 409,193 teachers were employed, of which number 131,750, or 32.2 per cent were men. The women teachers in the common schools numbered 277,443. The teachers, if brought together, would outnumber the population of Munich. The women alone far more than equal the population of Bordeaux. No fewer than 242,390 buildings were in use for common school purposes. Their aggregate value was nearly $500,000,000 ($492,703,781).

The average length of the annual school session was 143.1 days, an increase since 1870 of 11 days. In some states the length of the annual school session is very much above this average. It rises, for example, to 191 days in Rhode Island, 186 in Massachusetts, 185 in New Jersey, 176 in New York, 172 in California, 162 in Iowa, and 160 in Michigan and Wisconsin. The shortest average annual session is in North Carolina (68.8 days) and in Arkansas (69 days). Taking the entire educational resources of the United States into consideration, each individual of the population would receive school instruction for five years of 200 days each. Since 1870 this has increased from 3.36 years, and since 1880 from 3.96 years, of 200 days each.

The average monthly salary of men teachers in the common schools was $45.16 in 1897–8; that of the women teachers was $38.74. In the last forty years the average salary of common school teachers has increased 86.3 per cent in cities and 74.9 per cent in the rural districts. The total receipts for common school purposes in 1897–8 were almost $200,000,000 ($199,317,597), of which vast sum 4.6 per cent, was income from permanent funds, 17.9 per cent. was raised by state school tax, 67.3 per cent. by local (county, municipal or school district) tax, and 10.2 came from other sources. The common school expenditure per capita of population was $2.67; for each pupil, it averaged $18.86. Teachers' salaries absorb 63.8 per cent ($13,809,472) of the expenditure for common schools.

The commissioner of education believes the normal standard of enrollment in private educational institutions to be about 15 per cent. of the total enrollment. At the present time it is only a little more than 9 per cent, having been reduced apparently by the long period of commercial and financial depression which has but lately ended.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"The men of this and all generations are to a greater or less degree what mothers have made them."

CARE OF BOYS.

The burden should not rest lightly upon mothers, but the responsibility need not be too great to be borne. It is a common saying that boys are more trouble and are harder to raise than girls. Teachers are wont to say: "Those boys are just awful; they keep me on the *qui vive* every minute. I am at my wits' end, but somehow they never get to theirs." Not long since a beautifully dressed child came out of doors and started down street perfectly happy in anticipation of some joyous event. She had gone but a few rods when a whole bevy of boys were after her, flinging jeers and cockleburs, until she was unable to proceed further. She begged piteously to be allowed to go on, but there was not a little gentleman among them, and as "men after all are only boys grown tall," what are we to expect from this same generation of boys?

Mothers generally are at fault. These same boys are hustled off to bed and out of bed; hustled off to school,—always hustled out of the way; no time for talks, no time for prayer,—nothing for the children's hour.

Is it any wonder the children are growing wild? Boys in the home are quite as useful as girls, and their help should be encouraged, as it is almost sure to be a hindrance to mischief-making, which, after all, is only misdirected activity.

ACTIVITY.

Is the normal condition of the young life and a child should not be punished for doing mischief when proper material,—or more properly,—work has not been furnished him. A child's mind must be occupied, and if not guided, it will drift; therefore it is quite as important to furnish work or amusement for every hour in the day as it is needful to furnish something to eat and something to wear.

OBEDIENCE.

Boys, more than girls, should be taught implicit obedience. You "must" and you "must not" will bring about the subdued manner and self-control so commendable in girls and altogether desirable for boys. Restraint put upon them in youth will have its weight when, in later years, temptations close around them thick and fast.

COURTESY.

I am at a loss to know just where our gentlemanly boys have been relegated to. Good manners generally means to have consideration for women

in every rank of life. Etiquette books cannot instill good manners; one's deportment comes from within, and it needs experience to develop it. A pretty little story is told in the New Crusade of a mother who asked her boy to excuse her for passing between him and the light. He looked up and said: "Mamma, what ought I to say back?" "What do you think would be nice?" she replied. "Sure you can," answered the boy. "That would be nice, but your papa would say, 'Certainly'; that means the same thing, you know." Teach the children that boisterous laughter and irreverence belong to the ill-mannered; also, talking of self and one's ailments and infirmities except in private. Above everything — except the Book Divine — teach the boys to be patriotic, for it is said that a patriotic boy is less apt to physical depravity. Teach them while they are young, and there will be less need of preaching when they are old.

PUNISHMENTS.

It is often the case that mere corporal punishment helps to fix the harmful ideas more firmly in the brain; there is, too, something ignoble in a big, healthy man or woman whipping a child; moreover, for a moderately good child it is entirely uncalled for. A cuff on the ear injures the drum, much slapping on the mouth flattens it and takes out the beautiful curves, hard spanking gives rise to kidney trouble, and so on. It is therefore not intended that we should punish in this way. A disobedient boy that we know ate a dozen or more unwashed berries. His mother's first impulse was to slap him good and hard, which she did. Another mother would have said: "Teddy, I am sorry you ate those berries; I will have to punish you. To-night you will have to go to bed before our company arrives, and you shall have only bread and milk to eat." Children are born with a love of right, and when justly punished will not resent it. What child would not resent the former treatment and accept the latter?

TRUTHFULNESS.

I am inclined to think that boys are more given to story-telling than girls. The surest way to get them out of it is never to tell a lie nor prevaricate in the least yourself. There are so many mothers who will say: "Johnny, if you don't stop that racket, I shall go crazy"; or, "Teddy, I shan't take you along down town, if you don't come this minute." He dawdles along with whatever he is doing, knowing very well that his mamma will *not* leave him at home alone, and that she *will* go down town. Boys, in accusing each other, will say, "I didn't," and "You did"; coax the truth from them, and be sure you let them see you are glad when you get it.

HEALTH OF BOYS.

A boy's health needs to be guarded quite as carefully as girls. The girls of England are said to be bigger, stronger, and healthier than their mothers. While complaints are not uncommon of deranged health in school boys, and at the age of fourteen or fifteen they are apt to become flaccid and constipated, and suffer from nervousness, which would make it appear that they

have been neglected. It has been attributed by some to too much athletics and too much study. It is more likely to be: too little attention to the food they have to eat, of which the most objectable are — highly spiced foods, pepper, pies, cakes, meat, oysters, eggs, etc., in large quantities. Do not forget that the purest and healthiest lives comes from those who do not eat meat until after the age of fifteen. Milk for babes is a divine injunction, and until two and a half years old, should not be given vegetables, much less meat of any kind; but this is a subject in itself and must be deferred.

MANAGEMENT OF BOYS.

In the management of boys there is no more helpful thought than one given by Helen Raymond Wells in "Trained Motherhood," viz: "Never to show opposition to what they want to do or to have without first showing sympathy." This is the keynote to the close, beautiful friendships that are being established with the children. Oh, the sorrow of it, where the child's confidence is lost. It is so easy to turn the child away, and such a bother to answer their eager questions; but it is in this way, little by little, that they grow away from you. Be the most intimate friend your child has. Treat nothing lightly. If you are puzzled to find suitable answer to your child's questioning, then you have not been an attendant at mother's meetings or been directed to Mary Wood Allen's "Leading Truth," and other books, or perhaps you have not even read a mother's magazine. These are helps that every thinking mother appreciates.

The report of Garfield Vacation School, given at the Oakland club, July 26th, was extremely satisfactory. The average attendance was fifty. Kitchen, garden, and Slöyd were most enthusiastically received. Many were anxious to join the class in the latter. On the playground, — kept open from 1:30 to 4:00 P. M.,— but one breakage was reported. Mothers expressed their gratitude for a vacation so well spent.

"Care of Boys," in this issue, is part of a paper by the editor, read at a Mothers' Meeting in East Oakland. The future of this Department gives promise of something interesting, as we are informed of several clubs being organized. During vacation most clubs were suspended, and interesting matter was not available.

A Woman's Club is a means of recalling forgotten study in literature, art, philanthrophy and reform, home education, philosophy and science. All these were touched upon in the lecture by Professor Albin Putzker, of the State University, before the Oakland Club, Wednesday, July 25th. Having traveled twenty thousand miles, and visited four thousand cities since May, 1899, we could not but wonder what he would choose to say in an informal talk of say thirty minutes. He began by saying that he must have refused to address any other body, but the "ladies" were simply irresistible. Our clubs elsewhere will please take note and secure the Professor whenever possible. He related as a memorable event the meeting of an editor of a

Latin newspaper,— the only one in the United States, and until late years the only one in the world. Ye editor uses Latin much as other people use their vernacular, and the Professor solemnly affirms that he talked him out of his wits. Taking passage on a German ship, there was a cry of "fire" when six hours out. This also was a memorable event. The ship steamed slowly back. Eighty-seven thousand bushels of grain and many hundred bales of cotton were dumped away. All the openings had been hermetically covered and everybody "kept cool." The Professor went on playing chess, but the captain giving orders from above, and the replies coming from below, was understood to be "munity on board the ship." The papers came out with flaring headlines: "Fire at Sea! Mutiny on Board the Ship! The Captain Utterly Unable to Cope with the Situation," etc., etc. The Professor corrected the reports as far as possible, and gained the well-earned reputation of having rendered the company a service. The vessel sailed later, leaving superstitious passengers behind, Professor Putzker not among them, as *he* never gets left. He made a successful and happy voyage. The reception accorded him by the great Her von Grimm can only be told as he told it,— to make one laugh. His visit to Berlin and his account of the German people was of the greatest interest. "The Germans," he said, "are the loveliest people under God's sun; so charming, so hospitable; not calculating, but ready to give themselves to the enjoyment of the moment." An amusing account was told of his desire to attend the unveiling of a monument, without having had an invitation. The place was well guarded by a cordon of police and his German modesty, as he called it, helped him out or "in," as after rushing breathlessly about for what seemed an endless time, he succeeded in getting inside, and just opposite the Empress of Germany. He then told of having walked where Plato had walked, and where Socrates died, of Schiller and Goethe and Goethe's wife, whose burial place was sadly neglected. Thru his efforts the carving on the tombstone was made legible on their one hundred and fiftieth anniversary! In several instances he was instrumental in having places properly renovated, and it was remarked: "Woe to us that a savage, from way off on the Pacific Coast, should come to us and point out this neglect." "Travel," concludes the Professor, "is the means of the greatest culture; it makes one cosmopolitan, and thru it all one realizes the great need of real Christianity:—love of other people. The selfishness of human beings is apparent in the theft of everything bearing historical evidence. Even the ink-prints where Luther's devil confronted him have been carried off, and visitors now are eyed with suspicion, and requested to 'Please pass in front.'" The half-hour was all too short. The Professor must be seen or heard to be fully appreciated.

To be honest, to be kind — to earn a little, and to spend a little less, to make upon the whole a family happier for his presence, to renounce when that shall be necessary and not be embittered, to keep a few friends, but these without capitulation — above all, on the same grim condition, to keep friends with himself — here is a task for all that a man has of fortitude and delicacy.—*Robert Louis Stevenson.*

Extracts From Current Educational Articles.

TOP-HEAVY SCHOOLS.

Professor Schoenrich, of Baltimore, read a paper before the National German-American Teachers' Association in Philadelphia, from which the following is an extract:

"A grave danger threatening the public school systems of our country is the tendency of making them top-heavy. Only too frequently the main energy is directed to the development of the high schools; by their results the school systems of the different cities are frequently judged, and, consequently, the schedule of the lower schools points up to the high schools, and not out into actual life."

This tendeucy has been observed elsewhere than in Philadelphia. There has for some years been a purpose manifested to complete a symmetrical system from the primary grade to the university. There would be no harm in a public school system of this scope if it could be maintained without neglect of the lower grade schools. The original purpose of the public school system was to give all children a practical education. There was no limit to the scope of this system, except that the opportunities open to one should be open as well to all others. The public money was to be expended for the common benefit of all. This plan has been departed from to such an extent that, while schools are established to carry pupils through sixteen years, there are not school accommodations in any large American city for all, or nearly all, the applicants. If the pupils that now attend private schools should apply for admission to the public schools, thousands would be turned away. There is no doubt that many who attend private schools in this city would be enrolled in the public schools, if school buildings were made comfortable. In the last report of the United States Commissioner of Education the attendance in the elementary school grades and in the high schools is compared. Taking twenty-one cities as the basis of comparison, it was found that while 21 ,670 pupils were enrolled in the first grade, in the eighth there were but 38,943. These eight grades include primary and grammar schools. In the eight elementary grades 874,773 pupils were enrolled, and in the high schools only 47,251. The relatively small number of pupils able to attend high schools gives point to Professor Schoenrich's criticism that the public school system is top-heavy. The curriculum of the lower schools, he says, "points up to the high school, and not to actual life." Commenting upon this tendency, the "Philadelphia Ledger" says:

"To overload the curriculum of these schools with fads which trench upon the time, the very precious time, which should be devoted to thorough drill in the fundamental branches of knowledge, is to deprive the vast majority of the school population of their rights. It is evident that there is good ground for Professor Schoenrich's criticism that the main energies of the school sys-

tems of the country are too often directed to the development of the high schools, at the cost of diminished opportunities for the very many thousands of boys and girls, who, for one reason or another, cannot grasp high school privileges."

INDUSTRIAL EDUCATION IN GERMAN EMPIRE.

J. C. Monaghan, ex-United States Consul at Chemnitz, recently said of industrial education in Germany:

"It may be best to plunge right into the midst of the Germany industrial system, by saying it is excellent in its results. It is composed of industrial, art, commercial, high and technical schools.

"Because we have built up the richest nation on earth without such a system, some are saying the talk of great need for technical education is nonsense. The question is not so much what we are, as what, with such schools, we might have been. I have no hesitation in saying, lacking these schools, Germany, instead of occupying her present proud position at the head of Continental Europe's industrial states, would be struggling to maintain the integrity of the empire.

"Germans are practically the only people on earth who have first-class tanning schools. They were wise enough to put the practical chemist side by side with the practical tanner. The reactions not understood by the one were understood by the other. The result is that Germany leads the world in many, if not all, leathers. It will interest American readers to learn, however, that the tanning school at Freidburg, Saxony, is fitted with machines invented in this country, while the head director was for fifteen years fore man of a famous Milwaukee tannery. Germans send their boys out to learn the languages and to study foreign markets, and Germans are better known in the modern world than the Romans were in the ancient world.

"Germany has had the schoolmaster abroad at every step of her progress. The schoolmaster was at Ludwighafen when Dr. Lear and his chemists took the refuse matter of the world's gas houses and converted it into a hundred different colors for the dyes of this and other countries. Dr. Caro told me twelve years ago that the dream of German chemists at that time was grander than that of any ancient alchemist or philosopher, being above book or alembic, for theirs was a hopeless task. Dr. Caro and his chemists made no effort to turn the baser metals to gold, but to find an artificial substitute for indigo. Twelve months ago they succeeded; and so successful were their efforts that the United States Government appraisers put their product as high in the duty schedules as the natural product of India or Ceylon."

Mr. Monaghan spoke of the technical schools, their places in helping forward the empire and commercial education. In 1870 Germany had 64 per cent of its people on farms. Today it has only 33 per cent, and in this connection, he said, that it was hardly necessary to add that the empire's continued success is due to the marvelous methods of education. Then the speaker said:

"The German schoolmaster has done his work well. The broken frag-

ments of an empire, once discordant states, were welded by his power into the most compact forces since Napoleon sank into his island grave. He has changed the empire from a slow-moving, hard-working, almost poverty-stricken agricultural state, to an industrial and commercial one, rich in material wealth beyond all that her best and most ambitious statesmen believed possible."

WHY?

Miss Marion Hill, a San Francisco school teacher, has written an article for "McClure's Magazine," on music in the public schools. If the contribution be taken as a serious presentation of music in the public schools, then there is cause for alarm.

A CHILD'S IDEA OF "AMERICA."

A bright little ten-year-old girl, a remarkably good speller, helped her elders out by reciting all the verses, as it sounded, correctly. She then volunteered to write them down, with this result:

"My country, tissuf the
Sweet land of libaet tea,
Of thee I sing.
Land where my father died,
Land where the Pilgrims pried,
From ev'ry mountain side
Let fridmen ring.

"My native country the
Land of the noble free,
Thy name I love.
I love thy rots and chills,
Thy woods and temper pills,
My heart with ratcher thrills
Like that above."

She was a bright child and wrote the verses down as she had learned them by ear. She had puzzled out a meaning of her own for some of the phrases. She was asked, for instance, to explain, "pried," and answered, "Why, pry means to come where you are not asked to come." "Then the Pilgrims pried into America?" "Yes, I think so. Nobody invited them." "Temper pills," she thought, were pills for temper, and though she had never seen any she thought she'd like to have some. Her ideas about poetry open up possibilities for an objective study of poetry, as seen from the child's standpoint. She did not know what "tissuf" was, but thought "May be it is to fill out the line. Poetry has something that is called metre; maybe 'tissuf' makes the right metre." Further cross-examination brought out this: "Why do you love 'rots and chills?'" "I don't." "But you say here that you do." "Oh, I don't say it; it's the poetry says it. I think it means that we must forgive a great many unpleasant things about our country, and say we like them just out o politeness." A sound little patriot ten-year-old, even if all is not quite clear in her small noddle. Her idea of

"ratcher" was that it sounded like a disease, because "It says, 'like that above'—and there are chills a few lines above; and thrills are a sort of chills anyhow. I looked it up in my dictionary." An intelligent child who tries to find out, and has read Jabberwocky, and has learned that "poetry" may be without meaning.

AN EXAMINATION OF PATRIOTISM.

A class of fifty bright-eyed boys and girls was inspected, whose average age was a trifle over ten years, and whose last percentage in spelling had been 88. The exercises were very satisfactory; there were speaking of pieces, and singing of war songs, and saluting the flag, and excitement and enthusiasm. Then came the examiner's prying questions like a wet blanket on scholars and teacher alike. For the oral cross-examination allowance must be made, of course, for the confusion arising in children's minds when an answer that had been previously satisfactory is inquired into more closely. Many of their elders would be put out if cross-examined on conventions they accept every day. There was no doubt that their hearts were in the right place, and that they were boiling over with patriotism, but they had given little heed to the words with which they had expressed it, nor had they been trained to inquire into and define their own ideas. They thought that liberty meant being out of jail, and that you got protection if you could find a policeman, and that self-government was doing as you pleased, which, it will be admitted, are only partial truths. One little girl answered the question, "What has your country ever done for you that you should love it?" by declaring that it had given her an "exquisition," putting her head down upon her desk and refusing to explain herself or to receive comfort. Her patriotic day had been spoiled for her.

The examiner carried his inquisition to the point of securing documentary evidence. He made the children write a verse or two of their favorite patriotic songs with dire results. "The Star Spangled Banner" seemed a general favorite, but every line was distorted. "The dawn's early light," for example, became "don selery eye" and "durn surly lie;" "blest with victory and peace" was turned into "less the fig trees and peas," and "bless with big trees apiece," and the appeals at the end of the stanzas were transformed into "Oh, say does the Star Spangled Banner get weighed? or the home of the free? or the land of the brave?" and "Does the Star Spangled Banner yet wade?" Other songs met with like maltreatment. Columbia, "the yam of the ocean," instead of being "the shrine of each patriot's devotion," was "swine of each pastry Arctic Ocean," in one little gastronomer's mind, while "trampling out the vintage where the grapes of wrath are stored," from the "Battle Hymn of the Republic," became "He is tramping round the village where the grapes arrive from shore."

CHILD-STUDY AND ITS RELATION TO EDUCATION.

[Extract from article by G. Stanley Hall in Forum.]

Let us consider a single representative point. Every one recognizes the importance of interest, how it quickens attention, short-circuits slower processes, and eases the strain of acquisition, and now the teacher who is well informed on the favorite out-of-school amusements and occupations of his pupils, and on the life led by them, and who knows his classes individually and collectively, can shorten the road of learning. To determine and group these interests more fully than ever, occurred to Herbart, is one of the quests of child study. One of its goals now near at hand, and which will involve considerable change, both in regard to the methods of teaching every subject in the curriculum, and the age at which the different subjects can be most profitably taught, is the determination of nascent periods for both mental and muscular work. We shall very soon have curves of the years when many of the chief culture interests begin to culminate and decline. This will enable us to say definitely which are the premature and which are the belated subjects; *i. e.*, when the matter of school training can be taught without forcing, and without sinning away the sacred hour of maximal receptivity and capacity.

Among the more incidental advantages of the study of children is the new bond which it often establishes between the home and the school. The teacher who no longer regards his pupils as marionettes, to be treated as groups or classes, but as free units, with a bond of sympathy between each of their hearts and his own, desires to know at least something of the home life of each child, and to come to an understanding with parents. Hence, many very different organizations have arisen, from Superintendent Dutton's educational club in Brookline, Massachusetts, to the circles of mothers who meet the teachers weekly after school at Detroit, Michigan. Again, women teachers are increasing, and the method by which they do their best work is to consider individuals, and to adapt themselves to personal differences. Child study gives sanction to this method, reinforces it, and tends to make the teacher's service of even greater pecuniary value.

Another advantage of interest in child study is that it helps to break down, to some extent, the partitions between grades of work, so that the kindergartner and university professor can coöperate in the same task. Best of all, perhaps, it tends to make family life, with plenty of children in it, more interesting and desirable. Indeed, it is a part of a great culture movement, marked by a new love of the naïve, the spontaneous, and the unsophisticated, by a desire to get at what is primitive and original in human nature, as it comes fresh from its primal sources. A prevalent theory of art insists that the greatest defect of all art products is a sign of conscious design, and that the acme of æsthetic enjoyment is reached when it is realized that the poem or picture is a product of unconscious creative force, more or less irresistible, and, as with the greatest geniuses, with no thought of effect. Just so in childhood, we are coming again to realize that in its fresh thoughts,

feelings, and impulses, we have an oracle which declares that the world and human nature are sound to the core.

More yet. There is really no clue by which we can thread our way through all the mazes of culture and the distractions of modern life, save by knowing the true nature and needs of childhood and of adolescence. I urge, then, that civilizations, religions, all human institutions, and the schools, are judged truly, or from the standpoint of the philosophy of history, by this one criterion: namely, whether they had offended against these little ones, or have helped to bring childhood and adolescence to an ever higher and completer maturity as generations pass by. Childhood is thus our pillar of cloud by day and fire by night. Other oracles may grow dim, but this one will never fail.

THE DEMANDS OF EDUCATORS.

Following the example of representatives of other large interests of the country, the delegates to the convention of the National Educational Association, have by resolution demanded of the government a fuller recognition of the value of their work, and a more comprehensive system of promoting and extending it. The convention did not go so far as to ask for the creation of a department of education, to be under the direction of a Cabinet officer, but it did ask for an improvement in the existing methods of the government in dealing with educational affairs.

After pointing out several reasons why there should be an enlargement of the sphere of governmental activity in matters of public education, the resolutions of the convention say: "We earnestly urge upon the Congress the wisdom and advisability of reorganizing the Bureau of Education upon broader lines, erecting it into an important department on a plan with the Department of Labor; providing a proper compensation for the Comissioner of Education, and of so constituting the Department of Education that, while its invaluable function of collating and diffusing information be in no wise impaired, it may be equipped to exercise oversight over the educational system of Alaska, and of the several islands now dependent upon us, as well as to make some provision for the education of the children of the tens of thousands of white people domiciled in the Indian Territory, but who are without any educational opportunities whatever. Such reorganization of the Bureau of Education and such extension of its functions we believe to be demanded by the highest interests of the people of the United States, and we respectfully but earnestly ask Congress to make provision for such reorganization and extension at their next session. The action so strongly recommended will in no respect contravene the principle that it is one of the recognized functions of the national government to encourage and to aid, but not to control, the educational instrumentalities of the country."

To that plea the general public will give a cordial approval. It does not ask anything that can be accounted as excessive. In fact, a considerable number of the American people would not be unwilling to have the federal government give aid to the poorer southern states in providing means for the

education of their people, and, to some extent, directing the work from Washington. That much was made evident by the favor shown to the educational bill which the late Senator Blair used to bring forward with such persistency; and, while it has become the settled policy of the government to leave the duty of public education to the states to provide for, there is still a great deal that can be done, in the way of direction and counsel, by a strong and well equipped Bureau of Education at Washington. The issue of popular instruction concerns the republic as a whole, and since it must attend to such matters, to some extent, it will be well to establish a system of attending to it properly.—Editorial, *S. F. Call.*

EDUCATIONAL TOPICS IN CURRENT MAGAZINES.

Academy at West Point: J. T. Smith. Donahoe.
Country Teaching for Country Schools. Longmans.
Developments in Textile Schools. Am. R. of R.
Educational Use of Hypnotism. Harpers.
Ex-School Committee Woman, An: Dunn. Atlantic.
Harvard Fifty-eight Years Ago: G. F. Hoar. Scribners.
Manual Training in Mental Development. Arena.
Massachusetts Institute of Technology. Popular Science Monthly.
New Authorities in English Education. Contemporary Review.
New Psychology: H. Davies. Int. Journal of Ethics.
Physical Training in Woman's Colleges. Werner.
Spencer's Essay on Education: Jordon. Cosmopolitan.
Star-Spangled Banner, The: M. Hill. McClure.
University Education and What It Costs. Leisure Hour.
Visiting Cuban Teachers: M. C. Francis. National.
What France Does for Education. New England Magazine.

HOW TO INTEREST TRUSTEES IN SCHOOL WORK.

ALICE CAREY.

One way for the teacher to interest trustees is to talk of the improvements she would like to make in the school and to ask their help. If the teacher takes a real interest in the advancement of the pupils and of the school, it is not a hard matter to interest trustees, and if you can awaken a feeling of pride for the school in the graduation of pupils, nice appearance of schoolhouse and school grounds, you have done a great work in personal experience.

I found an article in the Youth's Companion on decoration of school grounds, and asked my clerk to read it. I talked to him often of the needs of the school. I asked him to read certain articles in the JOURNAL. I showed them all the little devices I had read of for saving supplies. O, I would that trustees and parents could know that in one year's time the teacher and pupils have just begun to climb the hill together, have just commenced to grow. and when they separate them it is like stunting a plant. A fresh start must be taken with the new teacher.

STATEMENT: A scholar finds on the school grounds property belonging to another scholar; carries it from the grounds contrary to rules, and en route home, loses it.

QUESTION: Is it within the province of either the teacher or board of trustees to compel the parent of the scholar finding and losing the property to make payment for the same to the parent of the scholar who owned it?

A prominent trustee of San Diego asks the above question. Will some one answer it?

Striking Excerpts from "Alexander, the Great."

BY PRESIDENT BENJAMIN IDE WHEELER.

No single personality, excepting the carpenter's son of Nazareth, has done so much to make the world of civilization we live in what it is as Alexander of Macedon. He leveled the terrace upon which European history built.

In Philip there predominated the characteristics which mark in modern times the practical politician.

He was perfectly unscrupulous as to the method to be employed in attaining an end. Nothing of the sort ordinarily known as principles ever impeded his movements. He was an opportunist of the deepest dye. Flattery, promises, beneficence, cruelty, deceit, and gold he used when and where each would avail; but bribery was his most familiar tool

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To return now to the boy Alexander: We have good reason to justify the opinion of his father, Philip, that the training of such a fellow demanded the best coöperative steering endeavors of "many a bit and many a helm." He was not all what is ordinarly called the "bad boy"—rather the contrary. But he was restless, energetic, fearless, headstrong, and self-willed, though his self-will was that of an intelligent, inventive independence, rather than pure stubbornness.

In Aristotle's school at Mieza, Alexander was by no means the sole pupil. Such an arrangement would have been inconsistent with one of the fundamental principles of the master's pedagogic system, for he held that education, and particularly moral education, was largely to be obtained thru personal association, and that the cultivation of noble friendships among the young was a most potent means of forming in them cleanliness and healthiness of character.

He was thinking and constructing for himself, and he could not well help conveying to his pupils, however chilling his manner, an impression of that most genuine of all enthusiasms,—that which attends the formation of new ideas and the uncovering of new truths.

Alexander declined to be a creature of small things. Within a fortnight after his father's death he made it evident that he was either to be "the Great," or nothing. He declined to recognize defeat or failure. He took it for granted that he was to succeed. What men called failure he named, and made to be the prelude to, success. Men came to believe in his star.

This visit to Corinth brought the young autocrat, if gossip is true, one opportunity of learning a lesson. All the men of note, soldiers, politicians, and sages, came to pay their respects to the young king. Only Diogenes, who dwelt in Craneum, a suburb east of Corinth, came not. All the more Alexander wished to see him. So he went where he was, and found him lying and sunning himself in the court of the gymnasium. Standing before

him, surrounded by his suite of officers, the King ventured to introduce himself: "I am Alexander the King."

"I am Diogenes the cynic," was the reply.

Then Alexander, as the conversation made no headway, asked if there were aught that he could do for him.

"If you and your men would stand from between me and the sun."

And Alexander marvelled, and on reflection was inclined to admire the man, saying, so the story has it: "If I were not Alexander, I should wish to be Diogenes."

The Greek was always human,—very human. His humanity was never apologized for. It was the best thing he knew of. This sunlit life on earth was worth living for,—indeed, the only thing he knew worth living for. Whatever was human, the body and the joys of the flesh, the delights of beauty, the triumphs of wit or of strength, or of craft, all were good except in excess. Virtue lay not in abstinence, but in self-control. As in the relations to the Divine, all depended here, too, upon not crossing the danger-line.

His respect for women and his moral cleanliness made him an exception to his times. Practical-minded as he was, he was swayed by ideals. He loved music and song, and the conversation and association of men; knew the charm of letters, and gave to the gods their due. Whatever his failings, these were his virtues.

Alexander was of good stature, and muscular, well-proportioned figure. He had the blonde type of the old Northman Aryans, blue eyes and golden hair, which survived latest in Greece with the old aristocratic families. His skin, as Plutarch particularly emphasizes, was clear and white, with ruddy hue on cheek and breast. A characteristic feature were the massy locks that rose up, mane-like, from above the center of his forehead, and coupled with deep set eyes and heavy brows, gave his face the leonine look to which Plutarch refers.

A man who aspired to rule the whole world had shown himself unable to rule his own temper. His weakness stood out in the powerful light of one terrible demonstration. He saw it himself and despised himself. He hardened himself against his shame and grew harsh. So our ideals slip away from us, as we discover our weakness, and paint their substitutes over "to resemble iron."

He surely loved conquest, because he loved to achieve; he was restlessly active, because he loved to create and shape and do; but the one dominant purpose towards which all his achievements looked, and in which all the facts of his life and all his expression and action find consistent explanation, is this ideal of establishing, in the organized form of empire, coöperation and a common understanding between those two great elements of the civilized life of men around which, as spiritual nuclei, had been shaped the dualistic history of mankind thru all the time and within all the horizon that he and men of his day could explore and know,— the life of the East and the life of the West, orientalism and occidentalism.

Over city and camp there rested the stillness of death. Doubt, terror,

dismay, swallowed up grief. For the moment the pulse of the world stood still. The empires of the world lay there soulless and in swoon.

The seed ground of European civilization was neither Greece nor the Orient, but a world joined of the two.

The story of Alexander has become a story of death. He died himself before his time. With his life he brought the Old Greece to its end; with his death the state he had founded. But they all three, Alexander, Greece, and the Great Empire, each after its sort, set forth, as history judges men and things, the inner value of the saying, "Except a grain of wheat fall into the earth and die, it abideth alone."

The Course of Study.

There has been great activity in June and July in the production of courses of study. To a practical man it would seem feasible that an educational commission should prepare a course of study for the entire United States. It would save a great waste of pedagogical powder. But it is not possible that the time will ever come when there will be national unity on course of study and on other educational problems; even tho common sense already admits the existence of unity in theory. So we have each state, each county, and each little incorporated city puzzling its educational head seriously over the problem whether to teach in the fifth grade arithmetic to page 160 or 185. It is too bad that we do not have an educational Pope, whose dictum on course of study would be infallible. We do not have, and as a result, Colonel Parker of the Chicago Institute, issues a voluminous course of study once each month, and Mrs. Emmons Blaine pays Marion Foster Washburn a handsome salary as editor. This "Course of Study" will contain partial ready lessons, outlines for nature study, mathematics, laboratory exercises, etc; all for $2.00 per year.

The State Board of Education of Washington have issued a new course of study for the state. It is a *new* course of study. The close correlation of subjects, the timely suggestions, the selection of supplementary reading, the nature work, the physical culture, and the treatment of the subject rather than the text-book, are all modern, progressive, and helpful. There are some serious inconsistences. The board quotes as authority on geography G. Stanley Hall, and prints the argument for the limitation of the time devoted to the supject. The board therein provides for the definite study of the subject in the 5th and 6th years, and makes the study optional in the 7th, 8th, and 9th years. Why optional? If pedagogically wrong it should not be permitted at all. The outline on history work by Miss Grupe is well done, but the selection of the subject is most unfortunate. A subject entirely unsuited to the 6th grade. It does not correlate with the history work in the lower grades, which should be local. It does not correlate with works on manners nor patriotism. If Miss Grupe had taken the thrilling story of Lewis and Clark, McKenzie, Balboa, Columbus, or Magellan, it would have made an excellent contribution to 6th grade work. The suggestions on

reading, writing, science work, school management, equipment and building of school houses, the selection of supplementary readers, teachers' desks, books, etc., are all excellent.

One of the most interesting documents that have come to this office is the report of the Minister of Public Instruction of Hawaii, sent by the Inspector-General, Henry S. Townsend. Mr. Townsend will be remembered as one of the most prominent guests of the N. E. A. at Los Angeles, Cal. The report contains much valuable information about the schools of Hawaii. It also contains this tribute to Dr. Brown of the University of California, who assisted them in forming a course of study: "Dr. E. E. Brown rendered the cause of education in Hawaii a service at this time, especially by fostering local leadership in educational thought and work. The following September this course of study went into the schools. Although progress along this line has been steady, and, perhaps considering all the circumstances, satisfactory, it has not been notably rapid."

The most artistic and best arranged course of study that we have yet seen has been issued by Superintendent Hughes of the Alameda city schools. With its overlapped edges, its unpunctuated title page, its art effect on every page, it might be mistaken for a special sample of the Arts and Crafts of Boston. It certainly shows great care and application on the part of Superintendent Hughes. The contents are just as worthy of praise. Here is the keynote: "The course of study which follows is merely suggestive. It is necessary to outline the grade work in order that the pupils of all schools may advance uniformly. An effort has been made to avoid crowding and hampering the teacher with details. The minimum amount of material is given, thus leaving the teacher free to do strong, original work."

"Courses of Study for the Public Schools of the City of San Francisco." Here it is: 312 pages, not including a dark slate, wove antique cover. It was a wise forethought to use the plural of "course" in the title. Courses of study is more suggestive of size than course of study. There was once upon a time when children in school had to toe the mark; the time is that the teachers of the San Francisco school department must teach according to the courses of study, in detail. It is right. The Courses of Study is the result of Superintendent Webster, L. A. Jordan, and a large number of efficient teachers in the department, of President Mark and other members of the Board of Education, and finally, of Prof. Ellwood P. Cubberley of Stanford University. It was Professor Cubberley's most arduous task to affiliate the ideas of all parties and then add a substantial and healthy dose of modern pedagogy. The result is before us. The special features that commend the work may be summed up as follows: (1) The arrangement of the courses by subjects, not by grades; (2) The correlation of subjects in a practical manner; (3) The work is planned with a view or working from the general to the intensive; (4) Recitations to be arranged with a definite object, both to pupils and teacher; (5) The arrangement of time so that there is opportunity given the teacher to instruct pupils in how to study; (6) Each subject has been outlined in detail. It is to be regretted that there is not space to give a subject as illustrative of the work, because each subject

shows such careful analysis, such live suggestions, such broadness of treatment, such definiteness of detail, that each teacher in each grade and in each subject cannot have any excuse for failure in the interpretation.

The course of study should be followed, because it is a composite of the modern theories of teaching, and the application of the pedagogical ideals of the present to the text of a classroom teacher. The weakness of the Courses of Study may be summed up as follows:

First — The ideas should be placed before the teachers in a more condensed form. The English used is too diffusive. The fifth sentence on page 16 contains seven lines. The same idea could be expressed by using half that number.

Second — There is too much time and space devoted to the study of geography.

Third — The course in reading and literature is confined almost exclusively to imaginative literature. There is an absence of information books. There is also the absence of strong, vigorous, virile literature. There is a surplus of unreal stories. In the attempt to avoid the literature of scraps, there is a gorging of wonder books, Indian tales, and semi-imaginary stories of American heroes.

Fourth — There should be greater insistence for definite work. The plan of the course of study is to develop power. It is right. The child must, however, be prepared to use the power. The child must have the ability to mobilize its educational forces, or it will not stand the test that citizenship requires.

The Sonoma County course of study, adopted in June, 1900, has many excellent and suggestive features. It is the first course of study to present the study of fiction in a formal manner in grades that we have seen. The nature study is practical and suggestive. The language work is correlated in a most excellent manner with other subjects. Miss Minnie Coulter, secretary; E. M. Cox, president; F. A. Cromwell, C. A. Pool, and Ben Weed compose the Board of Education.

The National Educational Association.

The meeting at Charleston this year had a number of attractive features. The social entertainments provided by the citizens have seldom been excelled. The program was excellent. There were several notable speeches. The address of Booker T. Washington, the orator and educator of the colored man, was very effective. The program thruout was interesting and instructive. The total enrollment was not over 3,000. The attendance, however, reached as high as 10,000. The citizens of Charleston were much interested. The president-elect is J. M. Green, president of the New Jersey State Normal School; the second vice-president, Jas. A. Foshay; secretary, Irwin Shepard. The next place of meeting will be either Cincinnati or Detroit. The resolutions asked that the United States Commissioner of Education be given larger powers and endorsed the administration's educational policy for Cuba and the Philippines.

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
ELMER E. BROWN, Prof. of the Theory and Prac. of Education, University of California, Berkeley.
JAMES MACNAUGHTON.....President State Normal School, San Jose.
E. T. PIERCE.....President State Normal School, Los Angeles.
C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

The biennial convention of the City and County Superintendents will be he'd at San Jose, August 28th, at 10:30 a. m.

OFFICE OF SUPERINTENDENT OF PUPLIC INSTRUCTION,
SACRAMENTO, July 3, 1900.

I have this day apportioned the state school moneys to the several counties, as follows:

Total number of census children between five and seventeen years of age as reported by the county superintendents June, 1899, entitled to receive school money, 350,124; amount apportioned, $1,102,890.60; rate per child, $3.15; amount unapportioned, $1,311.64.

Alameda, $96,160.05; Alpine, $292.95; Amador, $8,848.35; Butte, $13,519.80; Calaveras, $9,172.80; Colusa, $6,211.80; Contra Costa, $12,855.15; Del Norte, $1,959.30; El Dorado, $6,933.15; Fresno, $25,121.25; Glenn, $4,224.15; Humboldt, $21,161.70; Inyo, $3,335.85; Kern, $10 558.80; Kings, $7,711.20; Lake, $5,080.95; Lassen, $3,713.85; Los Angeles, $139,277.25; Madera, $4,287.15; Marin, $9,642 15; Mariposa, $3,754.80; Mendocino, $16,077.60; Merced, $6,734.70; Modoc, $5,058.90; Mono, $1,203 30; Monterey, $16,811.55; Napa, $10,839.15; Nevada, $13,031.55; Orange, $17,851.05; Placer, $10,687.95; Plumas, $3,099.60: Riverside, $15,116.85; Sacramento, $27,742.05; San Benito, $5,751.90; San Bernardino, $20,840 40; San Diego, $26,236.35; San Francisco, $237,169.80; San Joaquin, $23,114.70; San Luis Obispo, $16,241.40; San Mateo, $10-073.70; Santa Barbara, $15,715.35; Santa Clara, $45,171.00; Santa Cruz, $17,712.45; Shasta, $13,138.65; Sierra, $2,567.25; Siskiyou, $11,157.30; Solano, $15,532 65; Sonoma, $29,395.80; Stanislaus, $7,188 30; Sutter, $3,975.30; Tehama, $8,212.05; Trinity, $2,397.15; Tulare, $17,299.80; Tuolumne, $7,490.70; Ventura, $11,947.95; Yolo, $10,-076.85; Yuba, 6,407.10. Totals, $1,102,890.60.

THOMAS J. KIRK,
Superintendent of Public Instruction.

Superintendent of Public Instruction Thos. J. Kirk has been absent in the East during the past six weeks visiting the N. E. A. at Charleston and a number of educational institutions. The September issue will contain an account of his trip, and a full official department.

Comparison of the School Census of 1900 with That of 1899, and an Estimate of the Population of the Counties of the State Based on the Ratio of the Population of 1890 to the School Census Children.

Counties.	Total number census children in state.		Increase over 1899	Decrease from 1899	Ratio of population to census children by census of 1890, as shown by counties	*Population of the counties estimated on the ratio of the population to the school census of 1890
	1899.	1900.				
Alameda	30,527	31,940	1,413	.....	4.2	134,148
Alpine	93	96	3	.....	7.5	720
Amador	2,809	2,743	.....	66	3.6	9,875
Butte	4,292	4,348	56	.....	4.2	18,262
Calaveras	2,912	2,986	74	.....	3.7	11,038
Colusa	1,972	2,015	43	.....	4.3	8,230
Contra Costa	4,081	4,254	173	.....	2.9	16,590
Del Norte	622	635	13	.....	5.1	3,238
El Dorado	2,201	2,134	.....	67	4.3	9.176
Fresno	7,975	8,649	674	.....	3.4	29,406
Glenn	1,341	1,280	.....	61	4.3	5,504
Humboldt	6,718	6,913	195	.....	3.8	26,269
Inyo	1,059	1,035	.....	24	5.3	5,485
Kern	3,352	3,388	36	.....	4.9	16,601
Kings	2,448	2,453	5	.....	3.9	9,567
Lake	1,613	1,590	.....	23	3.8	6,042
Lassen	1,179	1,135	.....	44	4.2	4,767
Los Angeles	44,215	47,527	3,312	.....	4.3	204,366
Madera	1,361	1,417	56	.....	3 4	4,818
Marin	3,061	3,236	175	.....	4.9	15,856
Mariposa	1,192	1,132	.....	60	3.8	4,301
Mendocino	5,104	4,990	.....	114	3.9	19,461
Merced	2,138	2,355	217	.....	5.3	12,482
Modoc	1,606	1,540	.....	66	3.3	5,082
Mono	382	379	.....	3	6.7	2,540
Monterey	5,337	5,335	.....	2	3.9	20,806
Napa	3,441	3,467	26	.....	4 5	15,601
Nevada	4,137	4,092	.....	45	3,9	15,958
Orange	5,667	5,888	221	.....	3.4	20,020
Placer	3,393	3,394	1	.....	5.0	16.970
Plumas	984	951	.....	33	4.9	46,060
Riverside	4.799	4.819	20	.....	3.9	18,794
Sacramento	8,807	8,816	9	.....	5.1	44,962
San Benito	1,826	1,770	.....	56	3 3	5,841
San Bernardino	6,616	6,815	199	.....	3.9	26,578
San Diego	8,329	7,851	.....	478	4.1	32,189
San Francisco	75,292	78,554	3,262	.....	4.9	384,915
San Joaquin	7,338	7,738	400	.....	4.5	34,821
San Luis Obispo	5,156	5,400	244	.....	3.4	18,360
San Mateo	3,198	3,152	.....	46	3.7	11,662
Santa Barbara	4,989	4,968	.....	21	3.5	17.388
Santa Clara	14,340	14,518	178	.....	3,9	56,620
Santa Cruz	5,623	5,533	.....	90	3.9	21,578
Shasta	4,171	4,287	116	.....	3.5	15,004
Sierra	815	786	.....	29	5.0	3,930
Siskiyou	3,543	3,716	174	.....	4.5	16,272
Solano	4,931	4,959	28	.....	4.5	22,315
Sonoma	9,332	9,726	394	...	3.9	37,931
Stanislaus	2,282	2,360	78	.....	4.2	9,912
Sutter	1,262	1,296	34	.....	4.1	5,313
Tehama	2,607	2,821	214	.....	3.8	10,720
Trinity	761	756	.....	5	4.6	3,477
Tulare	5,492	5 398	.....	94	3.9	21 052
Tuolumne	2,378	2 454	76	.....	3.8	9,335
Ventura	3,793	4,071	278	.....	3.7	15,062
Yolo	3,199	8 202	3	.....	3.7	11,847
Yuba	2,034	2,092	58	.....	4.4	9,205
Total	350,124	361,155	12,458	1,427	.....	1,583,322
Increase				11,031		

* Counties created since 1890 are given the ratio of population to school census of the counties from which they were taken.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1 50 a year. Single copies, 15 cents.

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ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of $3.00 a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

Deputy Superintendent of Public Instruction Job. Wood Jr. has made a most interesting summary of the school census of California for this issue of the JOURNAL.

* * *

Professor Moses, Superintendent Atkinson, and Assistant David Barrows are just the men to inaugurate a broad and liberal educational policy in the Philippine Islands.

* * *

Hon. John Swett, in a recent interview, said: "I have always been proud of the fact that I followed the spirit of the law, not the letter. I never purposely injured any one by insisting on a technicality."

* * *

The election of Superintendent James A. Foshay of Los Angeles as second vice-president of the N. E. A. is a well deserved honor. He was also elected a member of the educational council for a term of six years.

* * *

The crowding of fifty-five pupils in a class may be economy. It is not good education. Superintendent R. H. Webster has shown excellent judgment in the attitude he has taken in the matter of the classification of the schools of the San Francisco department.

* * *

"**A Teacher by the Grace of God**," is the title of a recent article in the "Pedagogical Seminary." The way some county boards insist on the technical value of diplomas and examinations, and refuse to consider the matter of success, natural ability, etc., would lead one to believe that the grace of a county board is of more importance than the grace of God.

* * *

The schoolhouse must follow the flag, is a trite saying these days. The N. E. A. passed virile resolutions upholding the administration's educational policy in Cuba, and insisting that the same broad policy be extended to the Philippines. Superintendent Frye took one thousand Cuban teachers to Harvard for the summer school, and then escorted them to notable places like the City of Washington. It was a great lesson. The personal contact of the teachers with American institutions will mean much for the youths of Cuba.

There has been some shifting around among the notables: Superintendent L. H. Jones of Cleveland, Ohio, who has an uninterrupted career as one of the educational stalwarts, has been forced to resign. Benjamin Andrews is now the president of the University of Nebraska, and Mr. Cooley, who was elected a year ago to succeed Colonel Parker, but who was not able to take the place on account of a contract as principal of a suburban school, is now superintendent of the City of Chicago. Arnold J. Tompkins, the author of the "Philosophy of Teaching,"—a good book,—and the "Philosophy of School Management,"—a poor book,—is now principal of the Cook County Normal. Henry Wade Rogers goes from the Northwestern University to Boston to succeed the late E. J. Phelps as head of the Harvard Law School. Charles H. Thurber, who made such a success as the editor of "School Review," has become associated with Ginn & Co., publishers.

* * *

The National Educational Association at Charleston passed a resolution requesting that the power of the Bureau of Education, Washington, D. C., be extended and improved. We are glad of it. We hope the time will not be far distant when the United States department of education will be as far reaching in its power and usefulness as the postoffice department; when there will be a national course of study, a national system of accrediting teachers and fixing tenure of positions.

* * *

The day for the opening of the district school is near at hand. Trustees, see that the schoolhouse is in order. Have the janitor furnish clean, fresh water. Let the springs, or wells, or brooks be examined. Have the doors, windows, and fences repaired. See that the bookcases are dusted. The teacher should call on the trustees and let them know the needs of the school. The trustee is usually a busy man, and an unsalaried official, and your help at the start may assist you later on.

* * *

The very valuable article on "Rural School Architecture," by Professor T. L. Heaton, of the University of California, printed in July number of this journal, has been revised, several plans added, and printed in monograph form. Any trustee desiring a copy of these excellent suggestions, will be furnished it free. Address, Professor T. L. Heaton, Berkeley, Cal.

* * *

There is at the opening of schools, in this year of our Lord, 1900, an impetus to strong, healthy, wholesome work. A thousand graduates of the universities are in the schools. New courses of study that make subjects, not the text book, the basis of work, have been introduced. Merit, and not political pull, seems to have prevailed in many places in the selection of teachers.

BOOK REVIEWS.

D. C. Heath & Company have issued in Heath's Modern Language Series "Ein Kampf un Rom," by Felix Dahn, and Benedix's "Nein," and Gautier's "Jettatura."

D. Appleton & Company have issued Frederick A. Ober's "The Storied West Indies" in Appleton's Home Reading Books, the series edited by Wm. T. Harris. This is an excellent information book, and has literary value. Price, 75 cents.

The American Book Company has issued "How to Recite," a school speaker by F. Townsend Southwick. Price $1.00. The book is the outcome of practical experience in the classroom and will, we feel sure, prove very successful wherever it is used.

The American Book Company have recently issued in the Eclectic School Readings "Alice's Visit to the Hawaiian Islands." This is a most interesting book for supplementary reading, and should be in the hands of all children of the fifth and sixth grades as a supplementary reader.

"Advanced Elementary Science" is a new volume in the International Educational Series by Edward Gardner Howe. This book takes up the study of the stars and earth, plants, animals, fruits, and various other kindred subjects in a scientific manner. Price, $1.50.

The Open Court Publishing Company, Chicago, Ill., issued "A Brief History of Mathematics," a translation of Dr. Karl Fink's Book. It contains full index with biographical notes, 333 pages. Price, $1.50. This will prove an invaluable work for teachers of arithmetic.

Edward S. Holden, formerly president of the University of California, and later director of the Lick Observatory, has issued for D. Appleton & Co., the "Stories of Great Astronomers," conversations with a child. This is a very interesting book and is edited by W. T. Harris for Appleton's Home Reading Series.

A. R. Hornbrook, well known as an author of arithmetic, has recently issued through the American Book Company a "Grammar School Arithmetic." The publishers claim that it has the following advantages of other arithmetics: An unusually large and varied collection of problems, both mental and written, provide the practice necessary to illustrate each principle, and develop habits of rapidity and accuracy in arithmetical work. In every respect the book provides the latest and best methods of teaching arithmetic; the subjects are developed in a natural order and by easy steps; the treatment is inducive without being tedious; the explanations are simple and clear; useless subjects and unnecessary details are omitted; and, lastly, the pupil is encouraged to frame necessary rules and definitions in his own language. Price, 65 cents.

Ralph S. Tarr, of Cornell University, and Frank M. McMurry, of the Teachers' College, New York, have prepared the second book in the series of the Tarr & McMurry's Geographies. The series is published by the Macmillan Company, E. F. Goodyear, agent, 324 Sansome Street, San Francisco. This series of geographies is in a convenient shape. Instead of the broad and flat book of the old-fashioned kind, it is published in the regular form of other text-books. The authors have approached the difficulties of geography in a new way, and the book treats of physiography in its human relationships. The maps have the beautiful half-tone finish and the absence of unnecessary detail that characterizes the maps in Harr Wagner's New Pacific School Geography. The illustrations are made from recent photographs. Every teacher should add the Tarr & McMurry Geographies to their list of usable text books.

G. P. Putnam's Sons have issued "Alexander the Great," the merging of the East and the West in universal history, by Benjamin Ide Wheeler, President of the University of California. President Wheeler dedicates this book as follows: "To my Teacher, Jeramiah Lewis Diman." The author begins with the parents and the home of Alexander, his boyhood and elementary education, the higher education, then enters into a consideration of old Greece, its political and social system. He has a series of chapters on the Persian Em-

pire and the carrying of the war into Asia. He treats in separate chapters the battles, incidents, and results of Alexander in the various countries of Asia, and closes with the death of Alexander. It is a humane document. Every page sparkles with the originality and interpretation of President Wheeler. There is no evidence that the author is a student of histories, but there is evidence that he is first of all a student of Alexander and his environments. He went to the sources of history and put upon them his own interpretation.

Oliver P. Jenkins of Stanford University and Vernon L. Kellogg have prepared a valuable text-book on "Nature Study" (San Francisco, Whitaker & Ray, 191 pp., cloth, price, $1.00), which is accurate in every detail—a rare quality in nature study books—scientific in its treatment of every branch of the subject, and good literature in every paragraph. Professor Jenkins is a master in his science as almost no other man in the country is, and he is at the same time in as close touch with the needs of teachers and pupils as any public school man I know. The scope of the book is much beyond the general idea of nature study, since it treats of physics, chemistry, meteorology, and astronomy, as well as of plants and animals. The illustrations are always helpful and often beautiful.—*New England Journal of Education.*

The New Pacific School Geography.

San Franciscans are ahead in competitions where the possession of brains is necessary to success. One-seventh of all the prizes offered for "Black Cat" stories by the Shortstory Publishing Company of Boston, were won by residents of this city, and now Harr Wagner has distanced all other competitors in the Washington school-book contest, with the result that the geography of which he is the author has been officially adopted as a state text-book. That Mr. Wagner has solved the problem of how to make necessary study both attractive and interesting. is fully proven by all his work along educational lines, and his geography merits the success that it has achieved. The text is clear and concise, and presents the facts with which it deals in a way that can scarcely fail to hold even the wandering attention of a usually indifferent pupil, and the questions which follow each lesson are such as to develop the mental powers of the child, by making him think of what he is saying, instead of merely repeating certain words by rote.

Mr. Wagner has incorporated a number of original ideas in the plan of his book, but they are all good ones. He has done away with the confusing amount of detail that cumbers the map work of the ordinary geography, though dispensing with nothing which is of real importance to the pupil. The maps thus cleared, and beautifully tinted, are impressed upon the memory almost without effort, and are helps instead of hindrances to the pupil's advancement. While especial prominence is naturally given in this work to the geography of Washington and the New Pacific, a great amount of definite and valuable informationis given concerning all the other parts of the world, thus making it an excellent reference book for general reading. In addition to this, the "suggestions to teachers" as to field work, pictures, maps, structural geography and nature study are of special value, and if intelligently followed out, cannot but lead to most excellent results.

An important and extremely pleasing feature of the book is its illustrations, all made from photographs and so varied and well chosen, and so satisfactory in subject, artistic treatment and mechanical execution, as to prove interesting even to "grown-ups" who have left school days far behind

The New Pacific Geography is designed for use in the fourth, fifth and sixth grades of the public schools, and while comprehensive in scope, aims first of all to make the pupil thoroughly familiar with his own environment. The soil, climate, geographical formation, flora, fauna and industrial features of his own state are to be studied first, and then, in natural progression from that part to the whole, comes similar study of the world itself. The idea of the book is most excellent, and so is the manner in which it has been carried out.—*San Francisco Examiner.*

$100 Reward, $100 Reward.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all stages, and that is Catarrh. Hall's Catarrh cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer one hundred dollars for any case that it fails to cure. Send for list of testimonials. Address

F. J. CHENEY & CO., Toledo, O.

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. Fitzgerald, Secrotary.

Northern California Teachers' Association, Marysville, November 1, 2, 3. F. S. Reager, President.

MEETINGS.

Biennial convention of County and City Superintendents, San José, August 28, at 10:30 o'clock A.M.

Western School News.

The school board of Berkeley has increased the salary of principals from $1,200 to $15,000.

Mr. A. L. Dornberger, of Weaverville, has been elected principal of the Redding schools.

Dr. Elmer E. Brown of the University of California spent his vacation at Shasta Springs.

Prof. D. V. S. Reid, formerly of the state normal at Weston, Oregon, has been elected principal of the Heppner schools.

J. M. Horton of Jacksonville, Oregon, has been elected principal of the Crescent City, Cal., high school.

B. F. Simcoe of San Diego has been elected assistant in manual training of the San Francisco school department.

O. F. Barth has been chosen principal of the Vacaville Grammar School, vice G. W. Weeks, who held the position last year.

Professor Ray has been elected principal, Professor Boke, vice-principal, and Miss Waters, assistant, of the Selma High School.

Professor U. G. Durfee, formerly of the Shasta County High School, has been elected principal of the Escondido High School.

W. A. Findley, ex-superiutendent of Madera County, has been elected a member of the County Board of Education of Sonoma County.

Osmer Abbott, principal of the Fresno High School last year, has been elected principal of the high school at Easton, Fresno County.

Superintendent W. C. Doub and wife are spending their vacation in San Francisco. Mr. Doub is preparing a publication on history and one on geography for teachers.

The trustees of St. Helena have decided to build a $24,000 schoolhouse. The building will be of stone. Principal Cave reports a most successful year.

Miss Marion Hill of the San Francisco School Department has recently attained a distinct literary success by a series of school articles in McClure's magazine.

The Livermore trustees have decided to grant a year's leave of absence, on request, to teachers in the Livermore schools who desire to study.

Miss Helen Swett, daughter of Hon. John Swett, a graduate of Stanford, '00, has been elected a teacher in the high school of Alameda.

Lena Gansner has been elected a member of the County Board of Education of Plumas County. Miss Gansner was trained at Mills College, and is a bright and an accomplished young lady.

Professor Rogers, who was elected as a teacher of Spanish in Redlands High School, has resigned the position and accepted a position offered him by General Wood in Cuba at a salary of $4,000.

Mr. Houston, formerly principal of the Piedmont School, Oakland, and who felt his misfortune very keenly when he was dropped by the Oakland Board o Education, has returned from the Klondike with a fortune.

S. F. Board of Education has formed rules which require principals of schools of less than seven classes to teach a class, and principals of other schools must teach two periods a day, and report on the same. Principals must also take the class of an absent teacher, unless the absence is for more than five days.

F. E. Perham, formerly city superintendent of Santa Ana, and also of Berkeley, recently principal of the Stockton High School, has been elected superintendent of San Bernardino City at a salary of $1,800 per year.

The summer school at Berkeley was a very great success; 432 students were registered. The attendance was largely made up of grammar grade and high school teachers. There was a deep interest in all the lectures.

The Alameda city schools have introduced manual training and have also completed arrangements for the transportation of pupils to certain schools by the conveyances under the control of the Board of Trustees.

Superintendent J. F. Nowlin, of Pendleton, Oregon, has been re-elected Superintendent of Schools for the third time. He has brought the schools of his county into prominence by his progressive administration.

Superintendent J. H. Strine, of Los Angeles, called a meeting of the superintendents of Southern California, to meet on Monday, August 6th, in order to consider the problems in connection with the administration of schools in Southern California.

R. H. Van Horn, who was principal of the Vacaville High School for three years, has been elected principal of the San Rafael High School. He was one of the registered students at the Summer School, University of California.

Professor David Barrows, of the State Normal School of San Diego, has been appointed to an administrative position in the Philippine Islands. He will be associated with Superintendent Atkinson in the conduct of the public schools.

President E. T. Pierce, of the Los Angeles State Normal School, has selected two most excellent teachers for the Domestic Science Department. This department will be inaugurated at the opening of the Normal, and will be equipped with the most modern appliances.

Professor Alex B. Coffey, head of the Department of Pedagogy of the University of Washington, is in California for a brief vacation. Professor Coffey has been most successful in his work in Washington. His work has done much to popularize the university with the people. The attendance at the university during the past year has more than doubled. He is in constant demand as a lecturer on educational topics from Victoria to Siskiyou and from Puget Sound to beyond the Palouse.

Eliza Horton Webb, a graduate of the San Francisco Normal Class, and for some years a successful teacher in San Diego, is now considered one of the leading teachers of Greater New York. She has been promoted three times during the past two years. She went to New York without any personal acquaintance in the city, and won her way by pluck, perseverance, natural ability, and some knowledge gained by a course in education from first grade to graduation from the San Francisco High School and San Francisco Normal.

The trustees of Paso Robles school district have published the following announcement: "It is the intention of the trustees of the school to establish a library consisting of state text books, from which to furnish books to all the children attending the school, in exchange for books that have been used that are in good condition, excepting arithmetics and geographies. The trustees ask that all pupils will bring their books on the first day of the coming term of school, at which time the free library will be established and a system arranged. All books presented for exchange should be carefully covered and in reasonably good condition for use during the ensuing school year."

Superintendent Davidson of San Diego decided that he would take the public into his confidence in reference to a course of study. The Mother's Club, the Citizens' Committee and several other associations took part in the work. Senator Withington was chairman. The report opposed state text-books, asked for less written work, more vocal reading in the upper grades, reading from the Scripture based on literary merit, music and drawing by specialists, more oral arithmetic and spelling, no regular homework, no dissection of animals or insects, and the study of the physiology of sexes as related to health and morals.

Professor McElroy of the University of Oregon, who attended the meeting at Charleston, writes to his home paper that the closing meeting had an audience of over ten thousand people. The major part of this audience was composed of the citizens of Charleston.

The Borden-Wallace Number Board.

The Borden-Wallace number board is designed for use in the first five grades of the public schools. The purpose of the board is to arouse the interest of the child, to furnish suitable drillwork for classes in the four fundamental operations, to save the time of the busy teacher and to facilitate the blackboard space. There are six endless tapes, on which the figures are printed. Tape No. 1 contains the figures to 4, No. 2 contains the figures to 6, No. 3 contains the figures to 8, No. 4 contains the figures to 11, No. 5 to 14, and No. 6 to 18. The board carries four tape, any one of which may be removed and another substituted.

USES—(1) Column addition: Four grades or classes may add at once—the teacher giving each class the column suitable for its grade.

THE KEY: For this work answers to each column have been placed on each tape in small letters. The small number above the top *figure* is the (total) sum of that column.

(2) Between each tape are strips of blackboard. Upon these may be placed the numeral signs in chalk. The class may then work across the board from left to right, or from right to left.

The tape moves on two sets of rollers. By moving each roller, other numbers pass before the signs on the strip of blackboard, thus changing the combinations and forming new examples.

(3) Strap No. 1 may represent unit's place; strap No. 2, ten's place; strap No. 3, hundred's place; strap No. 4, thousand's place.

Examples in addition, subtraction, and multiplication may be formed by adding to the number at the top each of the succeeding numbers. The teacher may use numbers of two, three, or four places.

Use top numbers as minuend and each of those following from it.

(4) The board may be used in fractions. Let the red figures represent the numerators; the black number, denominators, or *vice versa*.

For further particulars, address BORDEN & WALLACE, Minturn, Cal.

The Reno school board advanced the salaries of all the teachers in the public schools.

San Luis Obispo.

County Superintendent Mrs. A. C. S. Woods has announced several changes in the course of study of San Luis Obispo County. The Prang Drawing Course has been displaced by the Thompson System. Word analysis is omitted in all grades. and in the sixth, seventh and eighth grades spelling must be taught systematically from the various text-books used by the pupils. "Montgomery's Beginners' American History" displaces Eggleston's Primary One as a reading text-book in the sixth year, and "Stepping Stones to Literature" is used as a reading text instead of "Ethics of Success, Book Two," in the seventh year. "Channing's Short History" is used as a study text for the entire seventh year, introducing the state history which begins in the first term of the eight year at page 303, and which is completed during the term, and at which time Channing's History is also used. In the second term of this year, preceding work in Channing and State text-book is reviewed. Eaton's Business Forms are used in place of the writing copy books in second term of the seventh year, and the first term of the eighth year. The state physiology is reviewed as a study text.

Personals.

Mr. Thomas P. Brown, son of the late Dr. LeRoy D. Brown, is now principal of Sixth Street School, Santa Monica. The junior Mr. Brown is by marriage a near relative of Vice-President Stubbs, of the Southern Pacific Company, and of Dr. Stubbs, of the University of Nevada.

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Salaries of Teachers.

The Los Angeles City Board of Education received salaries as follows:

The School Superintendent will receive no advance this year, his compensation being fixed at $250 per month for twelve months. The deputy superintendent's pay is raised from $175 to $200 per month. The Superintendent's clerk gets a rise from $60 to $65; the book-keeper from $60 to $65, and the supply clerk from $65 to $70 per month.

The heads of several departments in the High School are allotted monetary promotions. The chief of the classical department is raised from $130 to $150 per month. The head professors in the commercial course, mathematics and English all receive the same advance, from $130 to $150 per month.

PAY OF PRINCIPALS

The following changes have been made in the pay of principals: In two room buildings, from $82.50 per month to $85; in three room buildings, from $85 to $90; in four room schools, from $87.50 to $95; in five room buildings from $90 to $100; in six room buildings, from $92.50 to $105; in seven room buildings, $95 to $110; in eight room buildings, from $97 50 to $115; in nine room buildings, from $100 to $120; in ten room buildings, from $102.50 to $120; in eleven room buildings, from $105 to $125; in twelve room buildings, from $107.50 to $130, and in buildings of thirteen rooms at the rate of $135 per month. These increases in the pay of principals make their salaries approximately the same as they were two years ago before reductions had been made.

The greatest difficulty was experienced in deciding on the amount to be paid to the supervisor of sewing and cooking in the city schools. Under the old schedule. $85 per month was paid. This was regarded as insufficient if the department was to do good work. After a prolonged discussion the salary was elevated to $130 per month. The supervisor of physical culture also receives a rise of from $100 to $130 per month.

The Board of Trustees of the San Jose Normal school met on June 21st, and elected as president M. E. Dailey, to succeed James MacNaughton. The following teachers were not re-elected:

Lucy M. Washburn, physiology; J. H. Elwood, music; Cornelia Walker, history of education and primary methods; Mrs. A. E. Bush, curator museum; Gerhard Schoof, drawing; Una Eugenia Fowler, A. B, English.

Miss Maud Smith of Sargents was elected Secretary of the Board of Trustees. Miss Elizabeth Blasdel, who has occupied that position, was assigned to the Register of the Faculty and Assistant Librarian.

Caroline L. Fiedler, critic teacher of grammar grades, was elected to the position of principal of the training department.

Mrs. E. Rousseau of Bakersfield was elected as preceptress, Miss E. McKinnon having resigned some time since on account of ill health. Other newly elected teachers are: Mrs. George Goodell of Stockton, music: Miss Callie Vivian, drawing; W. H. Baker of Fresno, mathematics.

The following were fixed as the salaries of teachers: Morris Elmer Dailey, A. M., President, $3400: R. S. Holway, Vice-President, $2200; Mrs. E. Rousseau, Preceptress, $1600; Mary W. George, B. A., $1600; Ruth Royce, Librarian, $1300; Volney Rattan, botany, $1600; Chole N. Daniels, A. B., literature, $1500; James E. Addicott, manual training and geometry, $1500; Gertrude Payne, rhetoric, $1500; L. B. Wilson, physics, $1800; Harriet Cory, A. B, mathematics and English, $1300; Ettie Kinney, zoology, $1300; Agnes E. Howe, A. B., English and general history, $1400; Henry Mead Bland, A. M., Ph. D., English, $1500; Carolyn H. Bradley, mathematics, $1400; Enid Kinney, drawing, $1000; Anne M. Nicholson, grammar and geometry, $1500; Jayne Thompson, reading, $1300; Rose Zellerbach, B. S., chemistry, $1000; Miss Maud Smith, Secretary of Board of Trustees, $750; Miss Elizabeth Blasdell Registrar of Faculty and Assistant Librarian, $750.

Training department—Caroline L. Fiedler, critic teacher of grammar grades, $1500; Flora E. Beale, critic teacher of intermediate grades, $1300: Rebecca F. English, critic teacher primary grades, $1300.

Dr. C. C. Van Liew and Dr. Frederic Burk were among the faculty of the summer school at Berkeley. President Samuel T. Black of the San Diego Normal devoted his vacation to the summer school and superintending the direction of additions to the new normal builidng. Pres. E. T. Pierce spent the time in supervising the Domestic Science Department and other additions and improvements on the normal school. President M. E. Dailey of the San Jose Normal spent the vacation at the N. E. A. and visiting important educational institutions in the East.

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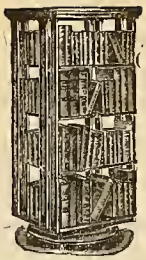

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THE WESTERN JOURNAL OF EDUCATION

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A Trip to the National Educational Association.

BY THOS. J. KIRK.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
SACRAMENTO, CAL., August 17, 1900.

Editor Western Journal of Education, San Francisco:— Having returned on the 13th instant from my southern and eastern trip, I notice in the August number of the JOURNAL that you have promised your readers an account of my journey. So I presume I cannot, if I would, avoid making some report.

We went to Charleston by the southern route, thru El Paso and New Orleans, and whoever would see Dixie, particularly southern Texas and Louisiana, in the luxuriance of summer vegetation, see the rice fields, the sugar cane and cotton plantations in their greatest beauty, should always choose that extreme southern route,—the "Sunset Route." I said "we"—Mrs. Kirk accompanied me. We found the heat and dust no worse going that way than we did returning home over a route fifteen hundred miles further north.

I cannot conceive of the valley of the Amazon under the equatorial sun being richer or more rank in plant and tree growth than is that portion of the country thru which the Southern Pacific passes for two hundred or more miles before reaching New Orleans. The elements for the most exuberant growth, soil, heat, and moisture, are there in superabundance, and the sunshine between showers is sufficient to give to all the richest color of green.

New Orleans is a busy mart and our school geography pictures of it with scores of darkies among the cotton bales, watermelons and molasses barrels along the river front, with steamboats on the river and in the distance, are true to life. Canal Street, into which nearly all other streets run, is much wider than Market Street in San Francisco, and thru the center of it, separating street-car tracks and driveways, extends a beautiful grass plot, which adds much to the adornment of the city.

The street cars seem to do the most thriving business after nightfall, for that is the time the women and children come out to ride. Whether for looks or for comfort or both, all the women remove their hats and bonnets while taking these evening rides. I do not claim to be a judge of womanly

beauty, I think all women beautiful; but my wife remarked that those New Orleans women had the fairest and most lovely complexions of any class of women she ever saw.

From New Orleans, Montgomery was on our way, and we stopped there for no other reason than that we were told that Montgomery is a typical old Southern city, and we wanted to visit such a place, and so we found it. We were there over Sunday, and after church we went to see the home of Jefferson Davis and to the Capitol building, which for a few months during 1861 was the meeting place of the Confederate Congress. The janitor in charge was an old battle-scarred Confederate, a type of that numerous class in the South that admit defeat, but spurn the idea of having been conquered in the War of the Rebellion.

He pointed out to us the brassplate at the front door of the Capitol which has been laid in the stone step upon which Jefferson Davis stood when he took the oath of office as President of the Southern Confederacy; also the room, with glass doors, which has been sacredly set apart for the personal effects of Mr. Davis. In it were seen an old-fashioned bedstead, a writing table, several other articles of furniture, a sword of Mexican War record, his last suit of Confederate gray, a military hat, and other pieces of wearing apparel. We were surprised to find how the memory of Davis is cherished all thru the South.

From Montgomery we went to Tuskegee, about thirty miles distant, to visit the Tuskegee Normal and Industrial Institute, founded and presided over by Booker T. Washington, the famous colored educator. The visit to this place afforded us, I think, more interest and educational profit than anything else on our somewhat extended southern and eastern trip.

Mr. Washington himself, tho informed of our coming, was obliged to be absent. His talented wife and his brother received us and showed us all that we could observe in one day, in a manner so courteous, so gracious, and yet so unostentatious that will cause the remembrance of this visit to be one of the most pleasant recollections in our lives.

I feel that I cannot so well describe the work that is being done there as was described by Major W. W. Screws in 1898 in the Montgomery *Advertiser*, and believing that the teachers and school officials of California will be interested to learn somewhat in detail what Booker T. Washington, an ex-slave, has accomplished, and with his able assistants he is now doing in a special manner for the colored people and the cause of general education in the South, I will ask that you print Major Screws' report.

I can verify every statement that he makes, and would state that since 1898 several important features in methods and three or four large brick buildings to meet the growing demands have been added. The attendance, too, has increased by two or three hundred. I will mention the very commodious church lately built and Huntington Hall, the latter largely the gift of Mrs. Collis P. Huntington for the use of women students, was nearing completion at the date of our visit. The fact that all buildings and all improvements are the work of the students should constantly be kept in mind.

"In the early part of the year 1881, there came to Tuskegee a very quiet, unassuming colored man, for the purpose of establishing an institution for the education of the colored boys and girls. From the day of his arrival, when he had only modest surroundings, until the present, when his name and that of the institution over which he presides is known over the entire continent, Booker T. Washington has had the absolute confidence of the white people of that community. There is never a word of harsh criticism of him or his methods. He has been singularly imbued with a desire to cultivate good relations between the two races, and to be of lasting benefit to his own people. He is succeeding in both undertakings. There is nothing of the agitator about him. His ways are those of pleasantness and peace, and as far as his voice and example prevail, there will always be the best of feeling between this white and black people of the country. Fred Douglass and some other colored men have figured as orators and office-holders, but it is no exaggeration to say that Booker T. Washington far surpasses any of them who have at all figured in a public way. He does something for his people and his country, while the others have done mostly for themselves. The modest colored man of Tuskegee deserves to be classed as the foremost man of his race in the world. Evidence of his earnestness and sincerity of purpose is furnished by an incident that occurred not long ago. His salary is fixed by the board of trustees, several of whom are prominent citizens of Tuskegee. In view of the immense amount of work he was doing, it was thought proper to increase his salary. When informed of this action, he promptly declined it, saying that the amount he was receiving was ample compensation, and that he did not desire any more.

"The people of the late slave states have to contend with the race question, and whoever pursues a course and policy calculated to remove difficulties, and to establish kind relations, is a public benefactor. No free people will remain in ignorance, and it has long since been demonstrated that the Negroes will receive such education as opportunity offers. Alabama makes no discrimination in the distribution of school money, for it is paid out per capita, and every school child, whether white or black, gets the benefit of the sum to which entitled. It is a blessing for the control of the colored schools to fall into such hands as Booker T. Washington. It can be said to his credit that colored teachers are found all over Alabama who were educated at his institution, and in every instance the white people commend them for instilling correct notions into their pupils and for impressing upon them the fact that they cannot prosper unless the white neighbors prosper and unless a proper understanding exists between them. It is infinitely better to have teachers who have such notions, than those who would seek to create prejudice, which would inevitably lead to trouble.

"As stated at the outset, this institution began operations in 1881, and with only one small frame building. The *Advertiser* has published a great deal about it in the last few years, and its readers are fairly well acquainted with its object and scope. In a brief way a presentation is here made of what is now being done at this institution :

"The Tuskegee Normal and Industrial Institute has, up to date, enrolled 987 students. This does not include the Primary Department, known as the Model School, which has an enrollment of 235. The work carried on at the institution is a high English course, combined with the industrial training, so arranged and correlated that one department does not interfere with the other, but aims to assist the other in every feature. The institution now has eighty-six officers and teachers in the various academic and industrial departments. There are over eight hundred boarders in the institution, about three-fifths males and two-fifths females.

"The property consists of 2,300 acres of land and forty-five buildings, large and small. The large buildings are Phelp's Hall, the Bible Training Department; Porter Hall, containing dormitories and recitation-rooms; Science Hall, containing recitation-rooms and dormitories; Cassedy Hall, where most of the shops are located; Alabama Hall, the largest of all the buildings, containing the large dining-room and sixty-five rooms for girls. The Seniors' Home, Willow Cottage, and the Annex are also used for girls' dormitories. The Agricultural Hall contains recitation-rooms and dormitories for boys. The large auditorium, which is now nearing completion, is the finest structure on the grounds. There are a number of small cottages used for male students' dormitories, and teachers and officers' residences. The laundry is 42 x 64 feet and three stories high. The first floor is used for assorting and washing the clothes; the third story is used as a laundry-room. All of the largest buildings are built of brick manufactured by the students on the school grounds, and all the work done in constructing buildings on the grounds,— both large and small,— is done by the students, under their different instructors.

"From the beginning, the industrial work has been emphasized, to prepare tradesmen, who have been elevated to a very high point among their different trades. The government of the institution has felt that in order to put the Negro race on its proper footing in the South, and in order that they may hold their 'own,' that they must be well educated in industrial pursuits, and that they should be carried as fast as their ability would allow them, in order that they might become leaders in the various sections of the South. The industries taught at the institution for the male pupils are as follows:

"Tailoring, where all the uniforms are made for the students, citizens' suits for teachers and a great number of the people in the town of Tuskegee.

"Harness-making in all of its branches, from the common farm harness to the highest grade of coach and express harness. In this department thirteen pupils are being instructed daily. Ready sale is found in the surrounding country for all the goods manufactured, and some orders are received from a distance.

"The shoemaking department, which keeps constantly employed sixteen pupils, is receiving more orders than it can fill, from teachers, students, and citizens.

The tinning department is where all of the tinware for the institution is made; also there is a great demand from both the people in the town and

the surrounding country for tinware manufactured in it. At present only thirteen pupils receive instruction in it. This department also does all the tin-roofing for the institution.

"The painting department is kept busy painting buggies and carriages manufactured at the institution for sale, keeps up the repair work, and paints all of the new buildings as fast as they are constructed on the grounds. There is a great demand on it from the citizens of the town to paint buggies, carriages, etc.

"The wheelwright department has eighteen pupils working at present, and has completed already this year six new wagons, which have all been sold. It turns out a large number of wagons, buggies, phaetons, dump-carts, wheelbarrows, hand-carts, and other work in that line, besides doing a great deal of repairing for the country people.

"The blacksmith department is where all of the carriages, buggies, wagons, wheelbarrows, and other new work from the wheelwright department is ironed off. It also does extensive horseshoeing for people in town. In fact, it is the only shop in this locality where first-class horseshoeing is done. The students are not only taught the principles of how to make and put on a shoe, but are taught the anatomy of a horse's foot. This shop is 66x40 feet, and contains eleven forges and all the improved apparatus for a well equipped shop. It has sold wagons in several of the adjacent states.

"The foundry, which was started only three years ago, is now coming to the front. It has two small cupolas with a capacity to hold 125 pounds of melted iron each. It makes all of the small castings used in the institutions, such as andirons, window-weights, etc. Castings for six small three-horse power engines and two pumps have been made in this department.

"The machine shop, which was started two years ago, has a good outfit for turning out machinery, such as engines, pumps, etc., and does a great deal of repair work on engines, pumps, and other kinds of machines for the surrounding country. Nine pupils are daily instructed in the various lines of such work in this department.

"The carpentry department, which is, perhaps, the largest department connected with the institution, gives daily instruction to thirty-seven young men in the line of house-building and making furniture of different kinds. In fact, it furnishes all the furniture for the students' dormitories, and tables and seats for the various recitation-rooms. All of the woodwork done on the different buildings, from the beginning of the institution, has been done by this department.

"The institution owns a well-equipped sawmill. It cuts its own timber, and hauls it to the mill to be sawed up and used in the construction of the various buildings and furniture for the institution. Eleven pupils receive instruction in this kind of work daily.

"At the brickyard all of the brick used in the various buildings on the grounds are made, and on an average 10,000 are sold to the people every month in various sections of the county. An order has just been received from a gentleman in town for 150,000 brick with which to construct a two-

story brick store. The machinery at the brickyard is of the latest improvements, and has the capacity of making 25,000 bricks daily. It is said by competent judges that visit the institution, that they have never seen better brick anywhere than those made in this department. All of the bricks are made and burned by the students. About twenty-seven pupils work in this department

"In the brickmason department the students lay all of the bricks put in the different buildings, build all the chimneys, and do all the plastering, etc., of the various buildings. It is safe to say that no department on the place does better work than this department.

"The institution's dairy herd now consists of fifty-eight milch cows. While this institution does not boast of having any thoroughbreds, with the exception of two thoroughbred Jersey bulls and one Holstein, it has a herd of good grades, many of the Jerseys being as much as seven-eighths. The department furnishes the institution and the people who live in this immediate section with all the milk and butter they use. It has three separators of different makes, and a large number of churns of different varieties. The dairy is run on scientific principles, both as to feeding and caring for the stock, and separating the milk and making the butter and cheese There are twenty-six male pupils receiving instruction daily,— both scientific and practical,— in this department, and its aim is to turn out persons who are able to go out and take charge of a first-class dairy.

"Truck gardening is taught very extensively, also horticulture. The institution aims, as near as possible, to supply itself with vegetables, fruits, etc., raised on its own farm. From two to three crops are raised on all of its land. Besides the plats that are used for truck gardening, the institution owns an 800 acre farm about three miles from the school site, where large grain for feeding stock, sweet potatoes, peas, and sugar cane is raised on a very large scale. In fact, nearly all the syrup used in the institution this year was raised on this farm. Hog-raising is made a specialty, and is very successfully do e. The institution has about 300 hogs and pigs. The hogs have been fed wholly on acorns, bought in the early fall to the amount of 800 bushels from people in the country, and swill that accumulates from the boarding department. Hog-raising has been a great profit to the institution.

"The Agricultural Building, which was given by the John F. Slater Fund, and opened on the 30th of last November, makes a new feature in the institution in the line of teaching agriculture, dairying, horticulture, and other branches of industry along that line. This building has been well equipped and good work is being done in it.

"All of the pupils who enter the institution are compelled to take some line of industry in some of the different trades ; agriculture, office work, or something that will put them in a position to earn an honest living after leaving the institution. All of the industries for both men and women are so arranged that they do not bother their literary course of study. On an average, they are instructed four days out of the week in the literary line of

classroom work, and one half day in the shop or whatever industry they may pursue.

"The work for young women is laundering, domestic science, in the line of housekeeping, cooking, nurse-training, and the fine arts, such as dressmaking, plain sewing in all of its forms, and millinery.

"The object of all the industries is to make them educational in every feature, and to add dignity to labor.

"The institution has a very large, well-fitted printing office. Some of the machinery in this office is one large newspaper cylinder press, one large and three smaller job presses, wire stitching machine, paper cutter, perforating machine, and the necessary type to turn out work of a very high class very quickly. The presses are run by two small upright engines, made by the students in the machine shop.

"For eight years the institution has had on hand a small canning outfit. The amount of fruit and vegetables put up in this department has increased every year. Last season about 10,000 cans of fruit were put up. The outfit is not a costly one, and could be attached to any steam boiler and operated by a man and a few small boys and girls. There is no reason why farmers all over the state, where they could attach this outfit to a boiler at some cotton gin or other place, should not secure one and put up all the fruit needed in their community. The institution puts up more blackberries than any other kind of fruit, from the fact that blackberries are plentiful around the institution and can be bought for forty cents per bushel. This gives employment to quite a number of women and children during the summer, who pick the berries and bring them in. It is the plan of the institution to enlarge the outfit as soon as possible, as the institution has put out within the last few years, on an average, 1,000 peach and other fruit trees every year, which are beginning to yield fruit to a greater extent than the present outfit can put up. All of the cans used in this department are made by the students, and the work of cooking the fruit and filling the cans is done by them. The institution has quite a number of young men and women who have served an apprenticeship in this department, and can go out in any section of the country and can fruit on a large or small scale, or give instructions in this line.

"The Experiment Station has performed the following experiments: The first one on seed potatoes, testing the value as commercial producers; two acres of the poorest soil being used, and as a result, 265 bushels of potatoes were raised per acre. It may be well to state that this soil was too poor to raise peas for several years previous.

"The next experiment was conducted with sunflower seed, their feeding value against corn being the subject of the experiment. Several pigs were subjected to the test. Lot No. 1 was fed corn, lot No. 2 sunflower seed, and the result shows that the sunflower seed possess the same fattening value, measure for measure, as that of corn. Now, two crops of sunflowers may be grown per year at about sixty bushels per acre, so one may readily see the value of the sunflower over that of corn.

"The third experiment consisted in testing the fattening value of acorns.

The school owns about four hundred hogs, all of which are being corn-fattened and prepared for the table solely on acorns and kitchen slops, and for several weeks the acorns have been fed with great success to milch cows, and it is found that they possess wonderful feeding value and have no detrimental effect on the milk and butter. It is hoped to fatten the beef almost, if not wholly, on acorns.

"Much attention has been given during the past year as to growth of best forage plants, and quite a number show considerable promise. Crimson clover has done and is doing, exceptionally well, and as fine is grown on these grounds as in the East or West. Orchard grass, Bermuda, chess or cheet, has made most excellent winter pasture. Red clover, sweet clover, and alfalfa have done quite well here on the limited areas of the school grounds. Quite an extensive series of tests will be made upon these this year.

"This is some of the work that is being done at Tuskegee for the improvement of the colored people.

"It might be supposed that with so large a collection of colored people, about 1200, in a town of this size, that there would be trouble between the races. There has never been an instance of this kind, and there is not likely to be as long as the influence of President Washington prevails. The white citizens, without exception, say that you would scarcely know of so many colored pupils being here, as they are under the very best of discipline, and good behavior is the rule with all the students. It is really a pleasure to the citizens of Tuskegee to bear testimony to the excellence of this institution and its management."

Let me briefly conclude this now too lengthly article by stating that the N. E. A. meeting at Charleston was somewhat disappointing in the matter of attendance, less than 3,000 members as compared with 15,000 last year at Los Angeles. I have not yet been able to understand why the Southern States made so poor a showing at this educational gathering.

One of the great addresses was that of Booker T. Washington before an evening audience at the general session of the N. E. A.

At some future date I might, if I could believe it would interest the readers of the JOURNAL, continue an account of our trip to the National Capital and the observations made there, to Mount Vernon, to New York and up the Hudson, to Niagara, and on around until our arrival home by way of Portland, Oregon, and Shasta Retreat.

Fraternally yours,

THOMAS J. KIRK.

The highest end of the highest education is not anything that can be directly taught, but it is the consummation of all studies. It is the final result of intellectual culture in the development of the breadth, serenity, and solidity of mind, and in the attainment of that complete self-possession which finds expression in character.—*Charles Eliot Norton, Harvard University.*

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"What manner of citizenship will these be, this new generation to whom we are about to entrust the interest of a great and growing nation? We invoke the influence of teachers and parents, the school and the church, to aid us in solving this problem, for we know of no other influence given under Heaven whereby the republic can be perpetuated."—HON. HENRY L. SABIN.

WM. DENNISON, CITY EDITOR OAKLAND "ENQUIRER."

Once in the spring I set out some trees. They were of the same variety selected from the same nursery stock. There was no difference in the strength of the young shoots. Some I placed in my garden and watered and tended them. The soil about them was supplied with the elements which give vigor of growth, and the young plants responded to my care, by putting forth their leaves and giving promise of grateful shade. Some of the trees I planted by the highway, where the soil was hard, and they were choked with weeds and smothered by the dry dust, jostled by the boys at play or trampled by the animals that ran at large. They became stunted and dwarfed, and some of them were broken and withered, and died. These I called *my tree children of the street.* What made the difference between them and those that I had planted in my garden? It was the environment. To the one plant I supplied that which was necessary to the unfolding of the best that was in its nature; the other had to struggle merely to exist.

If the plant life is thus shaped by surroundings, how much more is the child that almost with its first consciousness begins to conform to its environment. Yet how, as with my trees, the conditions that surround them differ,—how many are born to be the *children of the street.* God pity the child of the street. "The gutter its playground; the ginshop its nursery; the factory its college; the drunkard its exemplar; the ruffian and the thief its instructor!" Such is the state of thousands of the children of the slums; as one who has lived among them writes: "Suppose bad nursing, bad air, bad water, bad food, dirt, hunger, ill-usage, foul language, and hard work are its daily portion. Suppose it has inherited poor blood, dull spirits, enfeebled wit and stunted stature, from its ill-fed, untaught, overworked, miserable, ignorant, and unhealthy parents, can you expect that child to be clever and moral, and thrifty and clean and sober?

The economic conditions resulting from the social contrasts in our great cities are a menace to childhood. One of the perils of our nation to-day is the growth of juvenile depravity. Crime finds its recruits among the young; from the vast hordes of neglected children that swarm upon the streets and alleys of every city.

What to do with these children is a problem which our civilization must

answer if it claim to be *Christian.* It is an issue which is pressing for an answer and one which we cannot evade. Ignorance and indolence breed vice and crime with all their fearful consequences. It is cheaper for the state to prevent than to punish crime if we measure it merely by the dollar standard. But we must get away from the miserable degradation of the idea that the chief concern of the state is the expansion of its commerce and appreciate that its highest purpose is the elevation of its citizens. We must arrive at the conception of Ruskin, that: "The true veins of national wealth are purple,— and not in rock but in flesh,— perhaps even that the final outcome and consummation of all wealth is, in the producing as many as possible full-breathed, bright-eyed and happy-hearted human creatures."

It is from such a conception of the proper sphere of the state that I argue that the government should employ the most efficient agency that the educational enlightenment of the age has evolved to supply a suitable environment to the opening mind of the child. Philosophers have practically conceded that the first seven years are the most important in the life of a child with respect to the formation of character. Aristotle claimed that the state should educate the children, beginning in earliest childhood, "urging that the very playthings of a child should have a bearing upon the life and work of the man." Here we have a suggestion of the idea which Frœbel worked out in a later generation.

I am aware that some timid, conservative souls have been affrighted at the specter of Socialism or Paternalism, or some other bogy man of the imagination when we speak of the more active interference of the state with the education of the child, and we are told that it is an invasion of the individual rights, an intrusion upon the province of the parent. But the cost of crime and the burden of prosecution falls upon the state and it costs $130,000,000 per year in the United States for the depredations, detection, and detention of the state criminals, besides the vast expense for the cost of maintaining jails and city prisons for the punishment of misdemeanors.

But there is another aspect: the pollution of the social atmosphere. The moral miasma arising from the slums that renders no mother's child secure from the evil influences and the temptations that are there generated.

But, argues your opponent of state interference, your *system* is going to dwarf individuality.

Come with me to the *flower garden.* Here are roses in gorgeous profusion of color, with multiplied petals that delight the eye and minister to the pleasure of the sense, all developed from the single wild rose by the skill of the floriculturist. Every variety of plant perpetuated after its own kind, but with enhanced beauty, because the gardener has tended it. Are not men more than trees? Is not human nature more than flowers, and shall it not blossom more abundantly under the beneficent influence of the child garden —the kindergarten? One writer has said: "Give me the child and the state shall have the man." But the state must begin its shaping influence before the tendency has been formed that will give the child over to it a criminal for the purpose of reformation. The right and the duty of the

state to educate thru the public schools must be conceded so long as the principles of democratic government endure. But the formation of character is no less a concern of the state. Horace Mann said: "So far as I have observed in this life, ten men have failed from defect in morals, where one has failed from defect in intellect." Not only are there thousands of homes where poverty and ignorance preclude the possibility of proper moral training, but there are other thousands where apathy, neglect, and the engrossment of parents in material concerns results in the neglect of even elemental ethical instruction. This is conceded by the most eminent educators to be the defect of our educational system. A prominent professor of philosophy in one of our universites not long ago startled a teachers' institute by saying that our educational system is, in many cases, turning out pupils with sharpened wits but without moral character, to become criminals.

The kindergarten has been established largely thru the voluntary efforts of philanthropic individuals to supplement, or rather precede, the public school in its work of character-building, not merely in the matter of morals, but in the stimulating of intelligent interest, the forming of habits of promptness, regularity, obedience, and of unselfish service,— which are the roots of all sound intellectual and moral growth.

I fail to see why these essentials to a proper education should be left to voluntary individual initiative, in many places poorly supported, when it should form the groundwork of our public school system. The Kindergarten is not merely for the children of the slums, the neglected ones of the city, its advantages ought to be shared by all. Private philanthropy has been most appealed to in behalf of those who have had the greater need, but there are many kindergartens patronized by those who can afford to pay which are self-supporting. But the state cannot afford to have anything in an educational way less than the best. Hon. William T. Harris, United States Commissioner of Education, says: "Free kindergarten work is a question of political economy. It is the grandest system of education ever devised by man."

We hear much about the increasing burden of caring for dependent classes of physical, mental, and moral degenerates, but do we ever stop to discover the cause? Professor Commons has compiled statistics from which we may get some idea of the relative number of normal and abnormal persons. He employed three different methods of investigation, the compared results which show that 1 75-100 per cent of the population are congenital defectives; that 3 25-100 are induced defectives, *i. e.*, those who have not inherited their inefficiency; that 2 per cent are geniuses, who will make their way in spite of hard conditions; that 2 per cent are below the Aryan brain level; and that the remainder, 91 per cent, are normal persons, who are neither good nor bad, dull nor brilliant, criminal nor virtuous, and whose future will be decided by the environment that surrounds them during the early years of their life. These figures indicate that, given an equal opportunity, or a fair field for development, that 90 per cent of the population will not only be economically efficient, that is, able to take care of themselves,

but we may add to these as above par the 2 per cent of geniuses, leaving only 1 75-100 per cent of those who are born defectives and 3 25-100 per cent of induced defectives that require special effort on the part of society. The condition of the 1 75-100 per cent is practically hopeless, these being the imbeciles, the idiots. and those who must, of necessity, be maintained and cared for in institutions. The proportion of 3 25-100 of induced defectives may be largely diminished by proper environment in infancy, their status being the result of accident, lack of proper care and resultant injury or deformity. Two per cent lack mental capacity. These facts show that what is especially needed is an intelligent understanding of the problem and a proper adjustment of social and economic conditions, and humanity will reach a high state of perfection. We find confirmation of this fact and encouragement for rescue and reformatory work in the results at such institutions as the Elmira Reformatory, which, says Professor Commons, saves thirty per cent of its charges and home-placing institutions which save nearly all. A gentleman of my acquaintance says that out of two thousand boys belonging to Dr. Bernado's Home, taken from the slums of London and sent to the Province of Manitoba, less than one per cent reverted to their former habits.

"Margaret, the Mother of Criminals," the prosecution of whose progeny cost the State of New York millions of dollars, was a neglected child. The progenitor of the tribe of Ishmael was of the same class. Others are growing up in the slums of all of our great cities. The kindergarten, the vacation school, the public playground, will do much to give to such the chance for a normal development. No investment of money, time or energy pays better returns to society and to the state. No higher, holier cause calls for personal service than this to help humanity in its upward course.

All honor, then, to that gentle spirit of whom one has said: "Frœbel's call was to the Universal Child, and gladly the child ran to greet him, with light step and glistening forehead. Men mocked and laughed at the child-man, and many detained the little ones, but the true tones of the great Mother, Nature, fell from his lips, quickening their stolid understanding, until in time the so-called great and the wise sat at his feet learning the wonderful story of Nature's work. So it has come to pass that men and children meet together in the kindergarten, since it is there that Nature tells her story in the truest, simplest language."

California owes a debt of gratitute to that grand woman, Sarah B. Cooper, now called to her reward, for the pioneer work which she has done, and to another noble woman, Mrs. Jane Stanford, for her generous support. The world will never know how much it is indebted to that band of silent workers, whose influence Eternity alone can measure, who have labored in the cause of the Kindergarten.

It is a hopeful sign that there has come to be a closer union of the kindergartens of our own city. Thru federation and coöperation of effort, it is be-

lieved that such an understanding and appreciation of the work will be brought about that no future governor of California will care to interfere with the kindergarten becoming an integral part of the educational system of the state.

THE OAKLAND CLUB,
Wednesday, August 15, 1900.

The Oakland Cooking School opened with nine members. Miss Voorhees has been engaged as teacher by the philanthropic department of the Oakland Club. She reports great enthusiasm on the part of the pupils, not as a society fad, but as something that will be practicable. There are four courses, including twenty lessons, at a cost of $10.00. The chairman of a committee on Vacation Schools, or Public Play Grounds, as they are called in the East, moved that the Board of Public Works be requested to have movable signs for the parks and thus convert them into public play grounds. It was also moved that a committee be appointed to wait upon our representatives at the next session of the Legislature and have the Board of Education empowered to vote money for the maintenance of vacation schools, which are no longer an experiment, but considered as much of a necessity as the public schools. Both questions were laid on the table. The chairman then read the following history of Minneapolis play grounds, which was thought be a true picture of the first public play grounds in California.

There is more pure enjoyment to be found on the public play grounds than any corresponding plot of ground anywhere, and if one wants to be amused, entertained or cured of the blues, a visit to the same will act as a panacea. The supervisors are at the grounds by 9 o'clock every morning, but long before that the children began to gather, and by the time the teacher arrives, she is met by an eager horde. "May I have the swing, teacher? Teacher, teacher, can't I have the football first? Are we going to have darning this morning? Can I have a handkerchief," etc. This is the chorus that greets her, and it takes some time to answer everybody. The football, and other balls, are apportioned; the dolls distributed, and certain boys and girls told off for the swings and teeters. Each child is allowed only ten minutes' use of the swing, and it is really surprising to note the alacrity with which he gives way to his successor at the expiration of the time. There is a table littered with dilapidated magazines, which have been begged, and which is dignified by the name of "library," and is under the direction of two of the larger children. The torn periodicals are thumbed over and over until one cannot help but see how additions would be appreciated. "I want anything that will heep the children busy at work or at play," was answered, when asked if there was anything special of which she stood in need.

There are sewing classes, reading classes, and a little number work is done. A manual training class will be organized as soon as arrangements can be made to secure the use of tools. Information in regard to the carving is solicited every minute. The sewing classes are quite interesting. The

children are sewing patchwork, which is cut and basted by the ladies of the different churches. From patchwork the transition is made to handkerchiefs, and when six of these have been neatly hemmed, the proud sewer can consider them her property. The boys are just as interested as the girls, and sew patchwork or hem bandkerchiefs every day. The girls may buy waists after they have been made at mere cost of material, about six cents.

It is a strange fact that so few children know how to play. The girls display very little imagination over their dolls, but seem satisfied to sit and hold them. The behavior on the grounds is very good. They know if they do not obey the supervisor that expulsion will follow. This has never had to be enforced, which fact shows plainly their appreciation of the many pleasures provided for them.

There will be a mother's meeting at Laguna Honda School, San Francisco, Mrs. O'Neal, principal, the first Thursday in September.

Dr. Dorothea Moore returned from her vacation August 14th and resumes her duties with the Mother's Club, 84 South Park.

The Child Study Club, after taking a vacation of six weeks, met Friday, August 31st, at the Occidental Hotel.

OUR PUBLIC SCHOOL SYSTEM — FROM A MOTHER'S STANDPOINT.

MARTHA DUNN COREY, M.D.

There seems to have been of late a good deal of hysterical talk about the mental overcrowding of children at school. The public school system has been vigorously attacked and there has been much anxious discussion pro and con.

Mrs. Lew Wallace has drawn a very sad picture of the overworked children,— a picture to make one's heart bleed. *But* are we quite sure that the trouble does lie in the public school system? Are the pinched, pale features, narrow chests, and listless air, especially among the little girls of our schools, to be attributed to that alone? I think not. I have looked over the course of study of several city schools, or of the schools of several cities, and do not find it beyond the ability of any average child. Supposing the child to enter school not younger than six years and take a grade in a year. But mothers are not satisfied with that rate of progress; if they can only say, "Jennie has been in school only a year, and is in the fourth grade," many mothers are quite happy. Thirty years ago children studied harder than now. Personally, I remember to have finished Thomson's Higher and Thomson's Practical Arithmetic by my eleventh birthday, and was ready for algebra, and was neither ruined in health nor considered abnormally advanced. There was not then the unhealthy stimulation of grade work, or I should rather say there was not the rushing from grade to grade to outstrip some one else.

Knowledge in those days was acquired only by hard work, now it is simplified to the last degree, and yet talk goes on about the "slaughter of the innocents"; but is not the sacrifice made by the mothers of the victims, rather than the harsh and cruel board of education?

Five times out of ten the mother's ambition, rather than that of the child, rushes him along to a grade beyond his years, and there has to be much outside study; and in the case of the girls' music lessons and sometimes drawing lessons are added to the outside work. Under this extra burden, is it any wonder that, among girls especially, who are allowed but little wholesome exercise, there are pale cheeks and stooping shoulders?

In the other five cases out of ten the little ones are sent to school from a breakfast table little adapted to the needs of a growing child, and that child a student. At noon they rush home to a lunch, or worse still, eat from a closed bucket or box, pie, cake, and pickles, and at night have a late dinner of meat and other hearty food. Is it any wonder that the little ones are not up to their work, even tho it be simple? It is not a question of over study, but of improper feeding, and in the case of girls, lack of wholesome play. For children can grow faster and study harder the harder they are allowed to play. Let us cease to find fault with our schools until we are well qualified to judge. Let us begin a crusade among the mothers, for to them is given almost entirely the oversight and control of the school life of children. Double the number of Mothers' Clubs. Have classes in hygiene, physiology, chemistry, and cooking. Preach early and late the gospel of Common Sense. We can then meet half way the earnest educators who are making such a grand effort to place our schools upon a high plane, and who are seeking to raise the standard of living and thus produce a nation of mentally strong, cultured men and women.

Extracts from Current Educational Articles.

I am a strong believer in education, and one of the things in America that impressed me most favorably is the schools. China is deficient in that respect; but I am happy to say that there are beginning to be signs of improvement in our school system. Our method of teaching has been sadly at fault in the past. After I had been five years at school, as a boy, I could read very well and could repeat many volumes of the classics by heart, but I didn't understand what I read. It ought to have been explained as we went along but it never was. The written language of the Chinese is so entirely different from the one spoken that ability to read intelligently is a much greater accomplishment in China than it is here. A sensible method of instruction would, of course, greatly simplify the difficulties.

I have visited American schools with great pleasure, and I must praise the admirable way in which children are taught in this country. The kindergarten ideas seem to me especially fine. It cannot help but be of great benefit to have classes in drilling, carpentry, and sketching for boys; in cooking and sewing for girls. Eyes, ears, hands and mind are all trained. Only one thing is lacking; that is, lessons in politeness. Indeed, the children seem to me deficient from the standpoint of manners. Why couldn't a

certain inflexible rule of politeness be imposed upon them, toward their superiors at least, just as it is on men in the army?

The attitude of American parents and children toward each other always surprises a Chinaman, and impresses him unfavorably. His whole nature is imbued with filial ideas so radically different from those current here that it is almost impossible for him to appreciate the American point of view. The Chinese parent expects implicit obedience on the part of his child, and he is not disappointed in his expectations. American children are sometimes obedient, but not always The Chinese parent governs by authority, the American by affection. The Chinese parent says solemnly to his child: "It is your duty to obey me. All the authority of law and custom demand it. You must!" The American parent says: "I shall be displeased if you don't obey me, and you shan't have any more sugar plums." Both systems have their advantages and disadvantages.—*Wu Ling Fang in Frank Leslies Popular Monthly.*

"THE CHILD."

Probably there is not in all educational literature a more mischievous phrase than "the child." Formerly we had children,—actual entities, real beings. Now we have psychology and an abstraction—"the child." He is not a real being. The Lord never made him. He has not been created but excogitated. He is like nothing in heaven or earth. Children have endless variety. "The child" has no variety except such as marks the different psychological sects that have manufactured him. "The child," we are told by one school, "must reproduce the experiences of the race." Primeval man had mythologies. Therefore the nineteenth century child must go through his "mythological age." But when we really set to work to teach him those Egyptian, Greek, Roman, and Norse mythologies, we find a great deal that we really could not impart to our children, besides a great deal that we had better not. By the time we have expurgated the legends of all the envy, revenge, cruelty, falsehood, and some other things, there is often so little sparkle left that eager young souls find them rather flat.

The great novelists and poets—whose power is in their deep knowledge of human nature—have ever given us individual children, never "the child." How perfect in this, as in all other respects, is the wisdom of the Great Teacher! Christ never spoke of "the child," but said, "Suffer the little children to come unto me." "He took them up in his arms, put his hands on them and blessed them." He said: "Whosoever shall humble himself as this little child, the same is greatest in the kingdom of heaven;" and "Whosoever receiveth one of such children in my name receiveth me." —*James Champlin Fernald, September Atlantic Monthly.*

THE ERA OF EDUCATION IN CUBA.

One of the greatest educational enterprises ever carried out successfully was the bringing of nearly one thousand five hundred Cuban school teachers to the United States to take a special course at Harvard University. This is one development of the tremendous work that is going on in Cuba.

When the United States government turned its attention to educational affairs in the island, there were not more than four thousand children attending the public schools. Now there are three thousand three hundred public schools, with three thousand five hundred teachers and one hundred and forty thousand children in attendance. Opposition to the movement, at first strong and bitter, has now almost entirely disappeared.—*Munsey's.*

C. P. Huntington's Advice to Boys.

TO

COLLIS P. HUNTINGTON

Who was first to lead the steal-shod cavalry of conquest through the Sierras to the Sea of Seas, and who has done the Greater West and South more enduring good than any other living man, I dedicate this final revision of my poems.

JOAQUIN MILLER.

[The death of Mr. Huntington removes one of the most forceful characters of the West. The above dedication to Joaquin Miller's complete poems is perhaps the most beautiful tribute ever paid to the great railroad builder and manager. August 17th, during the burial of Mr. Huntington, all work was stopped on his railroads and industries controlled by him for the space of seven minutes. It is estimated that fifty thousand stood idle. Not a blow was struck; not a word spoken. Fifty thousand men with bowed heads. What a tribute! His advice to boys will make a splendid reading lesson for the opening of schools. In his busy life he had time to study conditions. In fact, it may be said, that Huntington never forgot he was a boy.—THE EDITOR.]

Now, a few serious words to the boys with stout hearts and strong arms, and nothing in their pockets, who have got the sober work of making a living before them. Take that work which is nearest to you until you can do better, and work with a will, doing it as well as you possibly can, and so steadily that one might almost think the Fates were doing it, yet turning your thoughts away from your mere manual labor to watch out for something higher and better. Do this and you will surely succeed. Be always true to yourself; work with an honesty of purpose, and spend no money for the things you do not need. I never in my life used tobacco, and until I was nearly fifty years of age I did not know the taste of wine or distilled liquors. It is interesting and instructive to figure out how much money a boy, commencing at 15 years of age, could have by the time he is three score and ten years, if he should save 25 cents a day, and compound it semi-annually at 5 per cent interest. Too many young men who go out to work watch the clock to be sure they don't reach their work one minute before the appointed time, or leave it one minute after the regulation hour for closing has struck. It is a great mistake; for the hard times are sure to come when those who employ labor must part with some of it in the interest of a necessary retrenchment; and then it will be found that those who loitered on their way to work and hurried on the way from it will be the first to be dispensed with; while those who showed their interest in their work by not watching the clock lest they should give a moment more of their time than they had agreed to give — those who stayed behind to clean up their desks and to finish their work

rather than their day — will be retained. Those who work well for others work well for themselves. Those who do not frequently find their reward in the poorhouse. How often have I observed that the manufacturer who made the best article he possibly could for a certain price grew steadily richer; while he who made the poorest article he could sell for the same price grew poor until bankruptcy resulted.

To be successful, in the best sense of the word, one must work with an honesty of purpose, giving full weight and measure, and doing all things well to the whole extent of his ability. The desire to get rich in a hurry mars the happiness of many men, for wealth is of slow growth; but it comes at last to him who does not waste his moments, but works with all his might, and lives on less than he makes. Riches thus acquired bring comfort and happiness. Do not forget, though, that there is "a withholding that leadeth to poverty," not only in money, but in happiness; for the poor we have always with us, and to them we must always be ready to give our portion. I do not refer to those jackals in human shape who howl along our track with the outcries of the improvident, who think the world owes them a living, who want to gather where others have sown, who want to pick up something without laying anything down, and make those who save divide with those who will not; for to give to these is almost a sin, because giving to them makes the world worse instead of better.

Beginnings in Music.

JULIET POWELL RICE.

The teacher, desiring to secure an easy and natural expression from every pupil, has not drawn the attention of the class to any particular kind of time. While various kinds have been used in the songs, and different movements have been given, and the teacher has observed the individual child, no mention of these facts has been made.

All work has centered on a simple form of measure, and a regular recurring pulse.

Since all pupils have proven their ability to step in time or to clap hands, as the case may be, they are now ready to study rythm. At least the older children are, and are first led to see it is not possible to fit a two-pulse movement to a three-pulse tune.

Some time is spent in proving this, and here again the child learns by doing. He finds that while he can mark time to "Marching Through Georgia," and feel the accent strongly, this movement will not suit a waltz time. "America" was chosen because it was three-pulse time, but the music is peculiarly phrased and does not well represent a three-pulse rythm. Both the four and the three-pulse time must be so strongly marked that the difference is easily discerned by all.

By their own efforts the majority of the class find there are different kinds of time, and, while the interest is intense, the proper name is given to each,

and a representation is drawn on the blackboard, using first the quarter note as the unit. The teacher erases and the pupils are asked to imitate the work done by the teacher,—not to copy, but write from memory that which he saw the teacher do. It thus becomes his own. As various kinds of time are beaten or marked, in any physical manner best suited to the needs of the particular occasion, a representation of it is placed on the board. The eye is thus helping to store up knowledge for future use.

Time representation is given without the use of the staff, or clef, at first, because the value of the length of notes should not be confused with the tone. Long and repeated explanations are avoided, and only those signs are taught which explain or represent that which the child has done. Example: The time is first marked by hands or feet to a three-pulse song, and the attention of the class is directed to the strong beat. *Strong*, weak, weak—strong, weak, weak—in groups, till all feel the rythm. The teacher then places a group of measures | | | | | making at least four measures, and any multiple of four is still better, because it then contains the element of a phrase. The measures are each filled with three-quarter notes and read by the class,—strong, weak, weak, etc., and erased when the class are sent to the board to write that which they have seen and vocalized.

In like manner notes of equal value are used in many kinds of time until various forms of rythm are well established, and the relative values of whole, half, quarter and eighth notes, and their equivalent rests, are fixed in the mind.

Broken time is developed in the same way. For instance: A four-pulse measure contains one half, one quarter and two eighth notes, and again one quarter note, an eighth rest, eighth and half note, and all the signs used are taught to express something the pupil has himself done, and is written by the teacher first, and never copied by the pupil, but another group of similar form is developed each time, after which it is sung by the class on about G, second line, treble clef.

After this work is carried on a few weeks, the pupils are able to scan a song the first time they hear it, and recognize the time as two or three-pulse measure.

The staff representation of tone is developed in the same way as time has been—that is, by self-activity. The pupils are taught to write what they hear and what they sing. Example: By the use of the C pitch-pipe, the teacher herself sings the C scale and the class sing with her and without her. She draws the staff, counting as she draws one, two, three, four, five, drawing the lower line first. She then places the treble clef in its proper place, and writes the scale as they sing it, either ascending or descending. After the class sing it from the representation, it is erased, and pupils are asked to write it rrom memory.

As the C scale is the nucleus around which the beginnings of tone representation are built, the pupils will have much practice in this key, and, therefore, are not kept on this scale to perfect themselves in forming notes, etc.

During the first lesson the D scale is also sung and written by the teacher, but after this, all new scales are found by the pupils themselves. They are

told that any tone of the C scale may be sung as doh in a new scale, which is proven by singing to any tone and calling it doh. In this case it is mi. The teacher then directs the class to sing a scale from this pitch and a pupil writes as they sing, after which the teacher places the signature of four sharps. As she draws, she says: "When we have four sharps, we put doh on the first line, and because doh is on the first line, it is called the E scale." She erases and calls on a member of the class to write it from memory.

All staff forms and signs are taught to represent through the eye what the voice and ear already know, and each representation is so vividly pictured that explanations are superfluous.

There is no effort to teach the theory of transposition of scales. That will come later. Only enough scale work is done to show that relationship of tone is the same in all keys, and to teach pupils to associate key notes with signatures. They are now expected to write what they sing, and can do it, too. The first complete tune they write is "Lightly Row," and out of sixteen who made the attempt there were only two who failed, which is as good a showing as we have in any other study.

Review of the San Francisco Course of Study.

[Written at the request of the Editor by FREDERIC BURK, President San Francisco Normal School.]

If the assertion had been made six months ago that a new course of study could be drawn up for the San Francisco public schools which should satisfy all persons concerned, the utterance would have been accepted as evidence that a new humorist was preening his feathers. Yet the unexpected has happened and it is no joke. The explanation of the phenomenon involves several factors. In the first place, it is a good course of study. It is both conservative and progressive; both directive and suggestive; both simple and plain spoken, and yet leaves plenty of material for the imagination.

The method of its construction was fortuitously wise. Early in the Spring the Superintendent and his deputies called in a large number of experienced teachers of the department in a series of methodical conferences, and the result of these meetings was drawn up in written form. Then the Board of Education requested a number of principals, heads of departments, and teachers of recognized special ability in the several fields, to prepare suggestions of material, and after a long series of conferences these were also submitted in written form. At this point it was decided to call in an expert editor, in the person of Professor Cubberley, who already in his well-known San Diego Course of Study, had registered the high-water mark of courses of study in California, and who has made a detailed study of the courses of study thruout the nation. Professor Cubberley devoted several weeks to the work, consulting with Superintendent Webster upon problems of practicality and practicability, and with members of the Board, President Cecil W. Mark moved to Palo Alto in order that he could give his evenings to the study of the problem with Professor Cubberley. Every detail in the work has therefore been characterized by deliberation and exhaustive consultation. The raw data and material came from teachers of ex-

perience of the San Francisco schools and have the stamp of practicability and adaptability to San Francisco's conditions, and the danger of a mere theoretical document was thus averted. On the other hand, Professor Cubberley's editorial judgment guided the course from becoming a mere catalogue of the ships.

In all large and essential features of the course the officials of the department were in unanmity, and after being submitted to the Board, Mrs. Kincaid moved its adoption, and seconded by Superintendent Webster, the course of study was unanimously established for a period of four years. This unanimous approval on the part of the officials of the department, is certainly a matter upon which all earnest well-wishers of the progress of San Francisco schools may feel hearty satisfaction.

But besides this fortune of its birth, the new course of study, pedagogically, is sound. Certainly, no qualified critic will endorse every item of it. Professor Cubberley does not. President Mark does not. Superintendent Webster does not. And while all educational experts who have thus far examined it, have expressed a similar judgment, it is universally admitted that the items that each individual would criticise are minor details which, under the system of its administration, cannot seriously interfere with its efficacy. On the whole there is not much question that the new course is the most practical embodiment of the admitted truths of modern pedagogy, which any large city school system of the United States has yet put into practical operation. There is thruout it, a nice balance between conservatism and suggestive progressiveness, which gives to it a stability which for practical operation it must have, and yet an elasticity which progressive pedagogy needs. This nicety of balance has been obtained by making subject matter of instruction, and not the text-books, the center of attention. Yet the text-books are definitely and concisely cited, step by step, as correlative and guiding reference, so that the teacher, by any reason of weakness, may ever have the life line within her grasp. Other references to better text-books that California supplies, to library books for teachers' use, library books for pupils' use, and supplemental material generally are systematically offered in sufficient variety, yet in such a way as not to be bewildering. This applies especially to the culture subjects of reading, history and geography.

A second important point is that of the supply of direct plain-spoken pedagogy of each topic, giving clear, yet full explanation for the educational purpose of each direction. These comments are further accompanied by a sound lot of references to pedagogical literature for the benefit of those who would study the pedagogical problems up to date. Especially valuable is this system in the harrowing subject of arithmetic, in which teachers too often become lost because the forest prevents them from seeing the trees clearly. The general effect is that the inefficient and weak teacher, with which every large city is more or less necessarily encumbered, will always find a worn pathway which she may follow by means of well-blazed trees; while on the other hand the capable teacher and the ambitious teacher of

independence of view will find ample material for interested study and elaboration. Nor for the same reason is it a course which can grow old in four years. The definite directions are upon methods which as a rule stand undisputed, and the elastic features are confined to the fields wherein there is likelihood of progress.

Nevertheless as stated, the critic who is searching for minor details upon which he may focus complaints, may easily find them. Many will say that the course is too long, but given the shears and requested to cut out material that is positively useless to every one, they would find difficulty in removing a page. It is long, but the easiest remedy for those who complain of this matter, is to skip all they do not want; others want the other material. Again, complaint may be found that while many of the best schools of the nation are now leaving out much of the abstract arithmetic work in the lowest grades and concentrating attention upon it, with economy of time, in the fourth, fifth and sixth grades, nevertheless the course holds to the conservative lines. Yet pedagogical references upon the subject will give the more modern view and prepare the teaching force for a better plan at the end of four years, and school methods in a large city must move slowly.

The fact is clear to those familiar with the special exigencies of San Francisco, the course has been wisely framed, and while holding to that which is safe and practical, nevertheless it lifts aloft the flaming candle to light the way toward broader development when conditions are more ideal.

Certain it is, on the whole, that the San Francisco school system, by its new course of study, has taken, in spirit, a stride fifty years in advance of any city of equal or greater size in the United States, and there are no binding chains in this course to prevent the flesh from following the spirit's lead as rapidly as the practical difficulties of its physical inertia are overcome.

COUNTY COURSES OF STUDY.

The course of study of Alameda County is a large, thick volume of 182 pages with a dark red cover — almost maroon. It contains several pages illustrating the fine school buildings in the county. There are suggestions on picture study in addition to the usual routine. Superintendent Crawford sums up the course as follows:

"The Board has kept in mind the fact, that the period of school-life, is, to the majority of pupils, limited. Hence, it has emphasized the duty of directing the attention of the pupils in the primary grades to the necessity of being thorough in the elementary subjects of the course. TO BE ABLE TO READ SO AS TO EXPRESS THE THOUGHT, TO SPELL CORRECTLY, TO WRITE LEGIBLY, TO EXPRESS IN COMPOSITION WHAT ONE MEANS, TO USE ONE'S MOTHER-TONGUE ACCORDING TO ITS LAWS OF CONSTRUCTION, TO KNOW THE CHARACTER AND THE DEEDS OF OUR GREAT MEN AND WOMEN, TO KNOW ENOUGH OF GEOGRAPHY TO UNDERSTAND CURRENT EVENTS, TO BE SURE OF THE FUNDAMENTAL OPERATIONS OF ARITHMETIC, AND TO HAVE LEARNED TO LOVE THE RIGHT AND TO HATE THE WRONG, IS TO BE WELL-ARMED FOR THE BATTLE OF LIFE."

Superintendent J. W. Graham, of Kings County, issues a manual of thirty two pages, including library lists, rules of the board, etc. Superintendent Graham says:

"This manual is submitted to the teachers of Kings County in the very briefest form. It presupposes that the teachers of today are not going to consult a school manual for instruction in the method of teaching. Therefore no effort has been made to make the Manual take the place of a work on school management."

Superintendent Robert Furlong, of Marin County, has issued a neat, artistic, and comprehensive course of study. Here again the minimum amount of work is prescribed. The course is well planned and edited, and pedagogically correct.

Official.

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FREDERIC BURK.....President State Normal School, San Francisco.

PROCEEDINGS OF THE BIENNIAL CONVENTION.

SAN JOSE, CALIFORNIA, Tuesday, August 28, 1900.

In accordance with Section 1533 of the Political Code of the State of California, State Superintendent of Public Instruction, Thomas J. Kirk, called the Biennial Convention of County and City Superintendents. The convention was held in the high school building in the city of San Jose, and opened at 10 o'clock A. M., Tuesday, August 28, 1900.

Upon the call of the roll the following named superintendents answered present:

COUNTY SUPERINTENDENTS :—T. O. Crawford, Alameda County; George A. Gordon, Amador: R. H. Dunn, Butte; John Waters, Calaveras; Lillie Laugenour, Colusa; A. M. Phalin, Contra Costa; John N. McVay, Del Norte; T. E. McCarty, El Dorado; Geo. S. Ramsay, Fresno; James B. Brown, Humboldt; W. C. Doub, Kern; J. W. Graham, Kings; Chas. W. Haycock, Lake; J. H. Strine, Los Angeles; Estella Bagnelle, Madera; Robert Furlong, Marin; Julia L. Jones, Mariposa; O. W. Grove, Merced; Anna L. Williams, Modoc; Mrs. J. E. Chope, Monterey; J. A. Imrie, Napa; W. J. Rogers, Nevada; J. P. Greeley, Orange; P. W. Smith, Placer; M. P. Donnelly, Plumas; Edward Hyatt, Riverside; B. F. Howard, Sacramento; Lulu C. Bahr, San Bernardino; Reginald H. Webster, San Francisco; E. B. Wright, San Joaquin; Mrs. A. S. Woods, San Luis Obispo; Etta M. Tilton, San Mateo; W. S. Edwards, Santa Barbara; L. J. Chipman, Santa Clara; J. W. Linscott, Santa Cruz; Margaret I. Poore, Shasta; Josie Finane, Sierra; Effie Persons, Siskiyou; D. H. White, Solano; Minnie Coulter, Sonoma; J. A. Wagener, Stanislaus; C.G. Kline, Sutter; Mollie Owens, Tehama; Lizzie H. Fox, Trinity; S. A. Crookshanks, Tulare; Geo. L. Sackett, Ventura; Mrs. S. E. Peart, Yolo; James A. Scott, Yuba.

CITY SUPERINTENDENTS :—A. C. Barker, Eureka; James A. Barr, Stockton; F. P. Davidson, San Diego; O. W. Erlewine, Sacramento; C. L. Ennis, Deputy Superintendent, Los Angeles; C. C. Hill, Salinas; C. C. Hughes, Alameda; Frank H. Hyatt, Pomona; J. W. McClymonds, Oakland; C. L. McLane, Fresno; F. P. Russell, San Jose; C. J. Walker, Tulare; S. D. Waterman, Berkeley; Wm. L. Wilson, Santa Barbara.

The convention organized with the following officers: Thomas J. Kirk, Superintendent of Public Instruction, Chairman; L. J. Chipman, Superintendent of Schools, Santa Clara County, vice-Chairman; Mrs. S. E. Peart, Superintendent of Schools, Yolo County, Secretary; E. M. Atkinson, Assistant Secretary.

Superintendent Kirk's Address.

Superintendent Kirk briefly addressed the convention as follows:

Fellow-Superintendents: While exercising this duty imposed by the office which I hold in calling you together, the act has been accompanied by pleasurable anticipations. For myself and for you I have looked forward to a week of social and intellectual enjoyment. I esteem highly the privilege it affords me to become acquainted with the few superintendents whom I have not yet had the honor to meet, and it will, I am sure, be valued by every one of you for the opportunity given to confer with and take notes of fellow-superintendents. For these privileges alone, if for nothing else, our assembling would be profitable to ourselves and constituents, for all educational gatherings have an uplifting influence. But we are met to consider educational needs, and, in so far as we can, to shape measures to meet those needs.

All Sections Represented.

All sections of the commonwealth are represented here, and, like the Senate of the National Congress, the smallest geographical unit stands equal to the largest. Alpine County in this convention can cast as large a vote as San Francisco You meet, not in the interest of any particular locality, for the benefit of any individual institution, or for any special class, except that universal class, the children of California. You come to talk over and agree by a majority vote, when an unanimous vote is impossible, upon things which, in your judgment, will be for the welfare of the entire commonwealth. I trust that the time of this session will not, like so many sessions heretofore, be taken up entirely in the discussion of school law.

Of First Importance.

This I concede to be of first importance, but with the thoughtful work of the last two Biennial Conventions before us as a basis, and the proceedings of the State Educational Commission to guide us, I hope we may speedily agree upon general changes, give requisite time to a few special subjects, and cover the whole matter of law during two days, and then devote a day or more to the work of professional supervision, to school visitation, reports, teachers' meetings, and other matters of importance to us as superintendents, and to the schools under our charge, but which we cannot expect to regulate by law. My experience is leading me more and more to see that with honest, industrious, patriotic people very few and simple laws are necessary.

Enlightened Public Sentiment.

Educational progress at all times depends upon an interested and an enlightened public. Few statements can be set down as more certainly true than that a good school is the product of the community, not the sole work of the teacher. Without the aid of public sentiment no enterprise, however worthy in itself, can flourish.

As new conditions arise, consequent upon growth and development, it is sometimes found to be not only wise, but absolutely necessary, now and then, to modify and change the rules and regulations by which a system of public work is governed. And so it is with our system of public education. We have unquestionably reached a period in the growth of our state when some modifications of our school laws and rules are greatly needed.

No Educational Legislation.

I beg at this point to remind you that for a period of six years, embracing three sessions of our State Legislature, during which period three biennial conventions of Superintendents have been held, there has been practically no educational legislation. The last two legislatures have been complete failures for the cause of public education.

Legislators and the general public claim that the fault lies with the educational forces themselves. It is charged that suspicion of intrusion upon personal privileges, fear of innovations on long cherished customs, want of broad views as to the common needs of all, and disagreements without serious differences among school people, have caused all recently proposed legislative measures to fail.

If these charges be true, and I am inclined to think that there is much truth in them, what can the members of this convention, representatives of all sections of the state, do to prevent a further continuance of them?

Should Stand Together.

Our obligations in this matter will not cease with the work of this convention. It will be our duty to stand together as one man and ask for a legislative adoption of what is hoped that

in wisdom will be the result of our deliberations at this time. It is a sad reflection upon the school superintendents of this state that their recommendations are passed unheeded.

In our proceedings at this time, I recommend that those sections of the school law upon which we shall find little difference of opinion be first taken up and disposed of, and when through with these, that we take up certification of teachers, constitutional amendments, if any, the improvement of state text-books compulsory school attendance, and such matters as may give rise to diversity of opinions.

Public Eye on Convention.

In discussions and in all proceedings, I trust that every one will feel free and be ready to present his views that we may not fail in having a working convention. At the same time, I indulge the hope that time will not be consumed in unnecessary talking. For many reasons the public eye will be upon this convention as it never has been upon the Biennial Convention of Superintendents before.

May the character of our proceedings and the measures which we shall here recommend, be such as shall merit the approbation of all true friends of puhlic education.

On motion of Superintendent McClymonds, the following named persons being present were elected honorary members, with all the privileges of membership except the privilege of voting: R. M. Shackelford. C. W. Mark, C. W. Childs, G. W. Beattie, Professor Holloway, H. M. Bland, E. P. Cubberley, W. H. Housh, Geo. S. Wells, M. E. Dailey, L. B. Wilson, W. D. Kingsbury, A. E. Shumate, James Denman.

In pursuance of the recommendation of the chairman, the convention proceeded, on motion of Superintendent Chipman, to take up and discuss seriatim changes in the school law as proposed by the last Biennial Convention. Consideration of said proposed changes occupied the greater part of the entire day.

At the hour of 12 M. the convention took a recess until 1:30 P. M.

AFTERNOON SESSION.

At 1:30 oclock P. M. the convention re-assembled, with members present as at morning session, and the following named Superintendents, who arrived at a later hour: J. F. Barbee, Mendocino County; J. H. Garner, San Benito; G. P. Morgan, Tuolumne.

Discussion on general amendments to the school law resumed.

Announcement was made of a reception to be tendered to the superintendents in the evening at the St. James Hotel by the citizens of San Jose, and an invitation was read from the Sainte Claire Club extending the privileges of its rooms to the members of the convention at all times, and particularly to-morrow evening.

The following resolution was offered by Superintendent Furlong, and was, on motion, unanimously adopted:

Resolved, that this convention acknowledge with thanks the courteous invitation of the citizens of San Jose to attend a reception this evening at the St. James, and also the invitation of the Sainte Claire Club to accept their hospitality at their rooms in this city, and that our secretary be instructed to spread this resolution on the minutes of this day's session.

On motion, at 4:15 o'clock P. M., the convention adjourned to Wednesday, August 29th, at 9:30 o'clock A. M.

WEDNESDAY, August 29, 1900.

The convention was called to order at 9:30 o'clock A. M.

A communication was received from the State Educational Commission proposing certain school measures. The same was received, and on motion the following special committees were appointed to consider and report upon different subjects:

Compulsory School Attendance :—Superintendents Chipman, Miss Coulter Davidson, Waterman, Hill, Barr, McClymonds.

Certification of Teachers :—Superintendents McLane, Doub, Furlong, Webster, Walker, Mrs. Chope, Miss Bagnelle.

Concentration and Supervision of Rural Schools :—Superintendents Edward Hyatt, Smith, Imrie, Grove, Crookshanks, Miss Bahr, Ramsay.

Government of Normal Schools and State Board of Education ;—Superintendents Ennis, Mrs. Peart, Baldwin, Greeley, Graham, Dunn, Sackett.

High School Amendments :—Superintendents Barker, McClymonds, Erlewine, Russell, Hughes, Edwards, Barbee.

Election of Teachers and Trustees:—Linscott, Wagener, White, Crawford, Miss Laugenour, Mrs. Woods, Miss Owens.

County School Tax :—Superintendents Gordon, Miss Jones, Miss Persons, Miss Williams, Scott, Waters, Wright.

Text Books:—Superintendents Strine, McCarty, Howard, Kline, Brown, Miss Tilton.

Announcement was made of an invitation extended by the Reception Committee of citizens to members of the convention for a ride in and about the suburbs of San Jose. On motion the same was accepted and the thanks of the convention extended.

On motion of Superintendent Hyatt the following names were added to the list of honorary members : L. B. Avery, Harr Wagner, John Manzer, Elmer E. Brownell, Volney Rattan, Charles H. Allen.

Superintendents Hugh J. Baldwin and Cornelia Richards were noted as being present.

A resolution was introduced by Superintendent Webster to refer all matters pertaining to special subjects to the various committees. The same was adopted.

Discussion of general amendments to the school law was then resumed.

Superintendent Greeley introduced the following resolution, which was unanimously carried :

Resolved, that this Convention of County and City Superintendents respectfully request of Professor Campbell the privilege of visiting Lick Observatory on Thursday afternoon and evening for such members as may wish to make the trip to Mount Hamilton.

Prof. C. H. Allen was introduced and briefly addressed the convention, making felicitous comparisons of the present with the past.

On motion the convention adjourned at 12 M., to meet at 1:30 P. M.

AFTERNOON SESSION.

The convention was called to order at 2 o'clock, P. M.

Work was resumed upon the proposed general amendments to the school law, and consideration of the same was concluded. The proposed changes in the school law substantially as recommended by the Biennial Conventions of 1896 and 1898 were concurred in.

On motion the convention adjourned at 3:20 o'clock P. M., to Thursday, August 30th, at 8:30 o'clock, A. M.

AUGUST 30, 1890.

The convention was called to order at 9 o'clock A. M.

On motion the following named were appointed a Committee on Resolutions :—Superintendents McCarty, Garner, Haycock, Donnelly, Hyatt, Miss Owens.

The Committee on Compulsory School Attendance submitted the following report :

To the Convention of County and City Superintendents of Schools:—Your committee on Compulsory Education begs leave to submit for your consideration and adoption

the following: Your Committee has read with pleasure that the Educational Commission is considering the subject of compulsory education. We recommend that this Convention signify its interest in this important subject by appointing a committee to act with a committee of the Educational Commission to prepare a Compulsory Educational Bill to be presented to the Legislature for enactment at its next session.

(Signed) L. J. Chipman,
S. D. Waterman,
J. W. McClymonds,
Chas. C. Hill,
Minnie Coulter,
Josie Finane,
F. P. Davidson.

On motion the report was received and concurred in.

On motion it was ordered that a special committee on School Attendance be appointed by the Chair.

The Election of School Trustees and Teachers.

The Committee on Election of School Trustees and Teachers reported as follows:

REPORT.

Your Committee. to whom was referred Section 1593 of the Political Code, relative to the election of school trustees, and Subdivision 7 of Section 1617, relative to the powers and duties of school trustees relating to time of election of teachers, beg leave to report as follows:

1. Amend Sec. 1593 relating to the election of school trustees by (a) substituting April for June in all cases. (b) In Subdivision 4 insert after the word "years" the words "from the first day of July next succeeding his election, or until his successors shall be elected or appointed and qualified."

2. In lieu of Sub. 7 of Sec. 1617: "To employ teachers, and immediately notify the County Superintendent of Schools, in writing, of such employment, naming the credentials held by the teachers employed; also to employ janitors and other employes of the schools; to fix and order paid the compensation of teachers, janitors and other employes, unless the same be otherwise provided by law; provided that except in any city and county, or in cities having boards of education, boards of trustees shall meet between the first day of May and the fifteenth day of June of each year, and shall by ballot elect the teachers for the ensuing school year, and upon a failure to do so at such time, the teachers already employed, whose successors have not been elected, shall continue as such for the ensuing school year; provided further, that vacancies may be filled and additional teachers may be employed by the board of trustees at any subsequent time, as necessity may require; and provided further, that no board of trustees shall enter into any contract other than with a teacher to extend beyond the end of the current school year." Respectfully submitted.

J. W. Linscott,
Mrs. A. C. S. Woods,
D. H. White,
J. A. Wagener,
Mollie Owens,
Lillie L. Laugenour.
Committee.

On motion the above report was received and its recommendations concurred in.

Normal Schools.

The Committee on Government of Normal Schools submitted the following report, which was, on motion, adopted :

REPORT.

We, your committee, to whom was referred the mattèr of the Government of Normal Schools and the State Board of Education, beg leave to report as follows :

1. We recommend that the State Board of Education as now constituted be not changed.

2. We recommend that the laws relating to State Normal Schools be so amended that the State Normal Schools shall be placed under the management and control of a Board of Regents consisting of the Governor, the Superintendent of Public Instruction, and nine other members appointed by the Governor of the State, the details of the powers and duties of said board to be defined in a bill prepared by a special committee of this convention acting in conjunction with a committee appointed by the Educational Commission, and that a constitutional amendment be submitted providing for the support of the State Normal Schools in a manner similar to that in which the University of California is now supported.

(Signed). C. L. Ennis,
J. P. Greeley,
Hugh J. Baldwin,
George L. Sackett,
Mrs. S. E. Peart,
R. H. Dunn,
J. W. Graham,
Committee.

Hon. Ira G. Hoitt, ex-State Superintendent of Public Instruction, and Mrs. Julia B. Hoitt, ex-Deputy State Superintendent, being present, were elected honorary members, and Superintendent Hoitt, upon invitation, took the floor and addressed the convention.

High Schools.

The Committee on High School Amendments submitted the following

REPORT.

1. Your committee hereby recommends that the "Second Proposed Substitute for Section 6," proposed by the sub-committee of the California Educational Commission be concurred in by this body, and that a committee from this body be appointed by Supt. T. J. Kirk to confer with the sub-committee of the California Educational Commission, and to urge the Legislature to submit the proposed amendment.

2. In Sub. 10, Sec. 1670 of the Amendments of the School Law of California, that after the word "shall" in line one, the following be inserted : "Except in incorporated cities having boards of education."

3. In Sub. 12 of Sec. 1670, that the entire sentence relating to a uniform series of text-books for high schools be struck out, i. e., the following :

"The text-books to be used in all high schools shall be uniform thruout the State, and shall be adopted by the high school board, subject to the same restriction provided for the adoption of the course of study, from a list of books prepared and submitted by the accrediting board of the State University."

4. That the word "city" be inserted after the word "county" in line one, Sub. 11, Sec. 1671, p. 20. Respectfully submitted,

A. C. BARKER,
J. F. BARBEE,
J. W. MCCLYMONDS,
O. W. ERLEWINE,
F. P. RUSSELL,
CHAS. C. HUGHES,
W. S. EDWARDS,
Committee.

On motion the report was adopted and its recommendations concurred in.

Union Elementary Schools.

The Committee on the Concentration and Supervisionof Rural Schools submitted the following report, which was on motion adopted:

REPORT.

Your committee, to whom was referred the draft of a proposed bill for the consolidation and supervision of rural schools, report as follows:

We have examined this proposed law and have looked into the way it would work in the various parts of the State represented by the Committee; and we believe it to be a good thing.

It may be used as a corrective in the regions where the tendency to over-formation of school districts has led to bad conditions; it is permissive entirely, in no sense mandatory; it is so arranged that it may readily be abandoned whenever found to work unsatisfactorily; and it seems to be in every way desirable as a distinct step forward in our public school policy.

We find this draft, prepared by Professor Cubberley, so conscientiously and intelligently worked out, that we agree to it as a whole, and recommend it to the Convention. The few changes we have made in wording and arrangement are noted in the copy attached to this report. We judge it not necessary to read this draft in detail to the Convention, since it has been printed in the official journal, and is accessible to all members; and we therefore beg leave to now turn over this official copy to the officers of the Convention. (Signed) EDWARD HYATT.

P. W. SMITH,
G. S. RAMSAY,
O. W. GROVE,
S. A. CROOKSHANKS,
LULU C. BAHR,
J. A. IMRIE.
Committee.

Text Books.

The Committee on Text-Boooks submitted the following

REPORT.

1. We, your committee, strongly recommend that the State of California provide a uniform series of text-books for its elementary and grammar schools, and that said text-books be furnished to the schools of the State free of charge or other expense.

2. In view of the fact that our State Constitution as it now stands compels our

State Board of Education to compile, or cause to be compiled, a series of state text-books, and seems to prohibit the purchase by said Board in the open market of any and all text-books or copyrights, however much superior to our present series, we recommend that the Chairman of this Convention appoint a committee, consisting of five or seven of its members, with power to act in conjunction with the Educational Commission in securing such a proposed amendment to Article IX, Subdivision 7 of our State Constitution as will authorize our State Board of Education to purchase in the open market such copyright or copyrights as may be needed for a uniform series of text-books for use in the elementary and grammar schools of the State, and to furnish said text-books to the schools of the State free of charge or other expense.

(Signed) J. H. STRINE,
T. E. MCCARTY,
B. F. HOWARD,
C. G. KLINE,
J. B. BROWN,
E. M. TILTON,
Committee.

On motion, the report was received, and its recommendations concurred in.

Taxes.

The Committee on County School Tax and Bonding Districts submitted the following report, which was on motion adopted:

REPORT.

To the Members of the Convention:—Your bommittee would respectfully recommend the following changes in the school law relative to county school tax and bonding of districts:

1. That the words "of the preceding school year" be inserted in Sub. 2 of Sec. 1817, after the word "apportionment."

2. That Sec. 1818 be amended to read as follows:

"The Board of Supervisors of each county having less than one hundred thousand inhabitants must, annually, at the time of levying other county taxes, levy a tax to be known as the county school tax, the minimum rate of said tax to be not less than sufficient to raise a minimum amount reported by the County Superintendent in accordance with the provisions of the preceding section. The Supervisors must determine the minimum rate of the county school tax as follows: They must deduct fifteen per cent from the equalized value of the last general assessment roll, and the amount required to be raised, divided by the remainder of the assessment roll, is the rate to be levied; but if any fraction of a cent occur, it must be taken as a full cent on each one hundred dollars."

3. That the word "twenty" be substituted for the word "ten" in line two of the fourth subdivision of Sec. 1882, so that it will conform to the reading of Section 1885.

4. That Sec. 1819 be stricken from the Code.

Respectfully submitted, GEORGE A. GORDON,
E. B. WRIGHT,
JULIA L. JONES,
JOHN WATERS,
EFFIE PERSONS,
J. A. SCOTT,
Committee.

Suggested Plan for the Certification of Teachers.

REPORT.

To the Chairman and Members of the Superintendents' Convention:—Your committee having in charge the consideration of that portion of the report of the State Educational Commission relating to the certification of teachers begs leave to submit the following report:

We have carefully considered in detail the suggested plans for certification as adopted by the State Educational Commission, together with the classification of schools and the duties of state and county boards of education in relation to certification. We have also considered the plans for certification submitted to this board by Superintentent Doub of Kern County and Superintendent Webster of San Francisco, and have listened to addresses and suggestions from other members of this convention in relation to the subject before us. Your committee recommends as follows:

I.

The public schools of California, other than those supported exclusively by State aid, shall be classed as high schools, technical schools, elementary schools (including primary and grammar grades), and kindergarten-primary schools, and no teacher shall be employed to teach in any school if the certificate held by the teacher is of a class below that of a school to be taught; provided that holders of existing primary certificates or of such certificates when hereafter renewed, shall be eligible to teach in any of the first five grades of the elementary schools of the county.

II.

The State Board of Education shall name the credentials upon which persons may be certificated to teach in the high schools of this State. The credential must be, in the judgment of said Board, the equivalent of a diploma of graduation from the University of California, with a recommendation from the faculty thereof, for a teachers' certificate of high school grade. No graduate from said University shall be thus recommended who has not taken the minimum amount of pedagogy prescribed by the State Board of Education. Said Board may also consider the cases of individual applicants, and in doing so may take cognizance of any adequate evidence of preparation which the applicants may present.

III.

County Boards of Education shall be authorized to issue teachers' certificates of four classes, each valid for six years, and renewable at the option of the Board, *viz:*

High School Certificates entitling the holder to teach in any high school or elementary school above the kindergarten grade in the county where issued. High school certificates may be issued only upon the credentials named by the State Board of Education, as provided in Section 2.

Elementary School Certificates, entitling the holder thereof to teach in any elementary school in the county where issued, except kindergarten classes of primary grades. Elementary School Certificates may be issued upon any of the following named credentials, *viz:*

(a) California State Normal School Diplomas.

(b) Normal School Diplomas from other states (provided that the California State Board of Education has recognized the school issuing the diploma as having a course of study and training equal to that of the California State Normal School).

(c) Elementary school certificates from another county or city and county in California.

KINDERGARTEN PRIMARY SCHOOL CERTIFICATES, entitling the holder thereof to teach in the kindergarten department of the schools in the county where issued. The kindergarten primary certificate may be issued only to those who hold credentials equivalent to a diploma of graduation from the kindergarten department of a California state normal school.

SPECIAL CERTIFICATES entitling the holder thereof to teach such special branch of learning and in such grades as are named on such certificate; provided, that no special certificate shall be issued to teach in any school, studies other than drawing, music, physical culture, and commercial, technical or industrial work.

Special certificates may be issued only to those who, by examination or credentials, shall satisfy the County Board of Education of their special fitness to teach one or more of the particular studies for which special certificates may be issued, and who will satisfy the board of their proficiency in English grammar, orthography, defining and methods in teaching.

IV.

The qualifications of applicants for the elementary school certificate may also be determined by examination, for which purpose the County Board of Education may conduct an examination once each year at the county seat.

Elementary school certificates shall be granted on examination to those who satisfactorily pass the Board test in the following studies, viz:

English Grammar,	Composition,	Methods of Teaching,	Civil Government
Orthography,	Arithmetic,	Reading,	Geography.
Physiology,	Penmanship,	Drawing,	Psychology,
Plane Geometry,	Vocal Music,	Botany and Zoology,	Algebra,
Elementary Physics,	Bookkeeping,	School Law,	Defining and Word Analysis
History of the United States,		English and American Literature.	

V.

County Boards of Education may renew certificates issued by them prior to the adoption of this law and now in force, and may grant elementary certificates to the holders of primary grade certificates who shall pass satisfactory examinations in such branches as do not appear on their certificates, or in the record of the examination upon which the original certificate was granted.

All certificates and diplomas now valid in California shall continue in force and effect for the full term for which they were granted.

The State Board of Education shall discontinue the issuance of the Educational Diploma of the high school grade and of the grammar grade.

Life diplomas of three grades may be issued as follows: High school, elementary school, and kindergarten-primary school, the same to be valid certificates thruout the State when registered in the county where holder is to teach.

The State Board of Education is authorized to recognize life certificates and life diplomas from other states, fix the grade of the same, and by its approval make the same valid in this state.

Valid grammar grade certificates may be exchanged for elementary certificates without fee.

Your Committee would further recommend legislation providing for permanency of teachers' county certificates after five years' successful work in the school of a county.

(Signed) C. L. MCLANE,
ROBERT FURLONG,
MRS. J. E. CHOPE,
ESTELLE BAGNELLE,
C. J. WALKER,
W. C. DOUB,
Committee.

On motion it was ordered that a committee of eleven be appointed to confer with the Educational Commission, and with the sub-committee of said body, to be known as the Committee on Legislation, and that all reports and all matters of legislation be referred to said committee.

The chair appointed Superintendents Howard, Strine, Miss Coulter, Webster, McCarty. Chipman, Mrs. Peart, Doub, Greeley, Crookshanks and Dunn.

Mrs. Carrie Stevens Walter addressed the convention in the interests of the preservation of that portion of the Santa Cruz Mountains known as the Big Basin, or Redwood Forest, by the Government. as a national park.

The following resolution was introduced by Supt. Chipman, and on motion the same was unanimously adopted:

WHEREAS, the Sequoia Sempervirens, or Coast Redwood, which is known only to a narrow strip of the California coast from Monterey to the Oregon line, is among the oldest specimens of plant life in existence, having, according to scientists, existed before the Ice Age; and

WHEREAS, at the rate of its present destruction by lumbermen and others it will become practically extinct within the next decade; and

WHEREAS, the region of the Santa Cruz Mountains known as the Big Basin, which the Sempervirens Club and others are trying to save as a great public park, contains not only the most magnificent body of redwoods on earth, and the one most available for park purposes, but also the sources and watersheds of eight or ten streams of untold value to Santa Clara, Santa Cruz and San Mateo counties and the city of San Francisco that would be destroyed if the trees were cut off; therefore, be it

Resolved, that this convention dees heartily endorse the efforts that are being made to save this magnificent domain known as the Big Basin to posterity in the form of a public park, and that we hereby urge upon our Legislatures, both State and National, the importance of aiding this cause.

On motion it was ordered that a committee of five be appointed to assist the Sempervirens Club in their efforts to preserve the region known as the Big Basin, or Redwood Forest, as a national park.

The chair appointed as such committee Superintendents Chipman, Linscott Miss Tilton and Webster The State Superintendent was also made a member o the committee.

Resolutions.

The Committee on Resolutions submitted the following

REPORT.

We, your Committee on Resolutions, beg leave to report as follows:

Be it resolved, that a vote of thanks be extended our worthy Superintendent of Public Instruction, Hon. T. J. Kirk, for the able and prompt manner in which he has presided over the sessions of our convention, and for the uniform courtesy and justice with which his decisions have been rendered.

WHEREAS, in the generous hospitality extended to us by the City Board of Education of San Jose, the Santa Clara County Educational Club, Mayor Martin and the citizens of San Jose, and the citizens of Santa Clara County, we recognize that California spirit so justly celebrated at home and abroad; therefore, be it

Resolved, that we return our sincere thanks for kindnesses shown us, both in the magnificence of the reception tendered, and in the many other matters arranged for our personal enjoyment.

Be it resolved, that we tender a vote of thanks to the Sainte Claire Club for their "Open Door Policy."

WHEREAS, at former meetings of the State Legislature at Sacramento, it has

been the custom to embody all educational legislation in an "Omnibus Bill," which it has been impossible to carry; be it

Resolved, that only the measures of minor importance be embodied in such a bill, and that matters of major import be introduced each in a separate bill.

(Signed) T. E. McCarty,
Mollie Owens,
Cornelia Richards,
J. H. Garner,
Frank H. Hyatt,
M. P. Donnelly,
Committee.

On motion it was ordered that a committee be appointed to examine and approve the minutes of the convention.

The chair appointed as such committee Superintendents Graham, Webster and Brown.

There being no further business before the convention, the convention adjourned sine die at 12:45 o'clock P. M.

Thos. J. Kirk,
Chairman.

Mrs. S. E. Peart,
E. M. Atkinson,
Secretaries.

NOTES ON THE BIENNIAL CONVENTION.

The San Jose people entertained the visiting superintendents royally. The reception at the St. James Hotel, and the evening at the Sainte Claire Club were particularly delightful.

Superintendent Donnelly, of Plumas, distinguished himself on the Committee on Resolutions.

Superintendent Webster and Deputy Superintendent Kingsbury versus President C. W. Mark and Jas. Denman, might be rightfully styled the attitude of the parties to each other. The debates between the representatives of the superintendent's office of San Francisco and of the Board of Education formed one of the interesting features of the convention.

Superintendents J. W. McClymonds, L. J. Chipman, J. W. Linscott, Hugh J. Baldwin, J. W. Graham and Geo. L. Sackett were very active in speaking to the question during the entire convention.

Superintendent of Public Instruction Thos. J. Kirk presided with fairness and dignity, and showed excellent judgment in the selection of good working committees.

Superintendent T. O. Crawford made several strong speeches in opposition to limiting the power of school trustees and increasing the power of superintendents.

Superintendent W. C. Doub, who wrote an entire book on school legislation, and distributed several circulars containing suggestions and recommendations on the subject, disappointed those who expected to see him upon his feet and intruding his ideas upon the convention. He presented in a dignified manner his suggestions, then quietly went to work with the committees. A number of his very excellent recommendations were adopted in the report.

The lady superintendents were all very quiet, even Mrs. Chope, Mrs. Woods, Miss Poore, Miss Coulter and Miss Bahr, who represent very large counties, respected the ancient proverb that silence is golden. The lady superintendents, however, did some very effective work in the committees.

Prof. Ellwood P. Cubberley, of Stanford University, made a very diplomatic speech in favor of the constitutional amendment exempting Stanford University from taxation, and in favor of increased appropriation for the support of the University of California.

PUBLISHERS' NOTICE.

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HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

The celebration of the fiftieth anniversary of California's admission into the Union was a notable event. Teachers should aim to make the occasion a subject of a morning lesson.

* * *

The attention of our readers is called to the very interesting reports of the Committees of Superintendents at the Biennial Convention recently held in San Jose. Teachers will be particularly interested on the subject of certification and election of teachers. The columns of the JOURNAL are open to any teacher or school trustee who may desire to discuss any of the proposed legislative measures.

* * *

Pres. Chas. F. Thwing of the Western Reserve University, Cleveland, Ohio, the eminent writer and author, has accepted the invitation of the executive committee of the California Teachers' Association to be present at the next meeting in San Francisco. Dr. Thwing will be the star attraction of the occasion. While he has a wide reputation as a university president, he is nevertheless best known as a writer. Articles from his pen will appear in both the October and November numbers of the JOURNAL.

* * *

The University of California will have its extra one-hundred-thousand-dollar increase, but in return the State will demand an increase of power on the part of its young men and women equivalent to the dollars and cents. Education, of course, cannot be valued in dollars, and it is almost impossible to arrive at a fair estimate that education will give in citizenship. The results are not secured in one generation; perhaps not even until the fourth generation. There is no magic square that reveals the measure of educational power. We can only say in general terms that the leaders in our educational institutions have greater responsibility placed upon them than ever before.

* * *

The time is ripe for the people of the universities, normal schools, and public and private schools of California, Oregon, Washington, Montana, Nevada, Arizona, Idaho, Utah and New Mexico to hold a joint meeting. The time is ripe to hold an educational convention on this coast that will be far

reaching in its influence. The interests of the entire coast are one. The spirit of fraternity, however, between the educational people of the Greater West is in spirit only. While it might not be well to organize a permanent association of the western educators at this time, yet no one will doubt the wisdom of holding at least one great meeting to bring the educational people in closer touch with each other. We hope this suggestion will be taken up by the various state associations, and that in the year of 1901 or '02 there will be a grand union meeting either at Portland, Seattle, San Francisco or some other available point.

* * *

San Francisco has a woman's club, known as the California Club, which has been devoting its efforts to the promotion of matters pertaining to public interests. One of its successful achievements is the traveling library system, an outgrowth of a recognized need of good reading matter in localities where public libraries have not yet been established. Several places have had the advantage of these libraries during the past year and others may have it for the asking. County superintendents of schools may find it profitable to convey this information to their districts, so that any wishing to avail themselves of this opportunity may do so. For information as to conditions, communications may be addressed to Mrs. A. M. Burns, 1506 Washington Street, San Francisco.

* * *

There is certainly a healthy educational atmosphere on this coast from Vanconver to San Diego. The increase of students at the universities of Washington, Oregon, the University of California, and Stanford University, is but an indication of the great trend of desire for education in the young men and young women of to-day. The normal school, the high school, the upper grammar grades in the elementary schools are crowded as never before in the history of the West. This means much. It places a greater responsibility also upon the men and the women who are leading our educational forces. There must be more careful consideration than ever before to imparting that knowledge which is most worth. Degrees and credentials cannot win when classed with power to do things.

* * *

The institute season is ripe. About forty counties of California will hold the annual institute during September, October, November and December. The programs will show no novelties The superintendents have tried round tables, section work, grade work, discussions by local teachers, instruction by business and professional men outside of the teaching profession, university professors, inspirational speakers, humorists, the professional institute lecturer, normal school teachers, preachers, etc. The programs will show the following names: Hon. T. J. Kirk, Superintendent Edward Hyatt, T. L. Heaton, Dr. B. F. Dresslar, Professor Ellwood P. Cubberley, Dr. E. E. Brown, D. R. Augsburg, Professor Edwin Starbuck, Harr Wagner, A. J. Waterhouse, Agnes Stowell, Frederic Burk, T. H. Kirk, Professor Edwards, President Jordan, President Wheeler, H. W. Fairbanks, Elizabeth Sargent Wilson and others. The ideal institute is where the instruction is in close touch with the class work of the teacher, and where the evening sessions are both entertaining and instructive.

BOOK REVIEWS.

Hoadley's Brief Course in Physics is a most excellent contribution to the literature of the schoolroom. It is a text-book that can be completed in one year of academic work. Published by American Book Company. Price, $1.20.

Houghton, Mifflin & Co. have just issued "History of England," by J. N. Larned. This book, like all recent history, is full of explanatory maps and pictures. It is written for use in public schools and academies. There are full topical analysis, research questions, and notes.

The American Book Company have issued "Anatomy, Physiology, and Hygiene for High Schools," by Henry E. Hewes of Harvard. It is endorsed by Mary H. Hunt. It is very thoro, up-to-date as to microbes, the importance of the study of the body from the standpoint of food, etc.

D. C. Heath & Co. have issued America's Story for America's Children, by Mara L. Pratt. It is the first of a series of a history series. The book is beautifully illustrated and written in the clear, interesting style with which the readers of Miss Pratt's stories are familiar.

English Composition and Literature, by W. F. Webster, Houghton, Mifflin & Co., publishers, is one of the most practical books on the subject published. It is far in advance of any book of the kind we have seen. The treatment of the subject is logical. The book is arranged for a four years' course of study of the subject.

Lessons in Language Work, for fifth and sixth grades, by Isabel Frazee, The Whitaker & Ray Company, publishers, is a practical work on language for the lower grades. Miss Frazee has taught every part of the book. The suggestions have been tried. The book is original, practical and usable.

Superintendent Doub of Kern County is a student and worker. He is a man of extraordinary mental energy. His mind is under good discipline, and as a result his work finds expression in permanent form. Two new books, fresh and even damp from the press, are before us. Topical Discussion of American History is a carefully arranged book; 110 pages, with full and free discussion of every important topic in American history, with full reference to historical text. Professor Howard of Stanford University, has written an excellent introduction to the work. The second book is "A Topical Discussion of Geography," with an introductory note by Prof. Ellwood P. Cubberley. This is a most excellent teachers' help. In fact, progressive teachers will be delighted with the book. These books are sold as follows: Topical Discussion of History, 75 cents and $1.00; Topical Discussion of Geography, 25 cents. The books are published by the Whitaker & Ray Company.

Notes.

The Whitaker & Ray Company have in press "Stories of Oregon," by Mary A. Dye, and "Poems for Memorizing," selected from the list recommended by Prof. Ellwood Cubberley, edited by Alice R. Power of the San Francisco School Department.

Herbert Bashford, author of "Nature Stories of the Northwest," has written a story for boys.

A. H. Yoder is the editor of "The Journal of Adolescence," published at Oak Park, Chicago, Ill., at $1.00 per year. Professor Yoder has made a special study of youths, and his journal will unquestionably be a valuable contribution to educational literature.

Superintendent Currier of Skagit County, Superintendent Henry of Thurston, and Superintendent Spencer of Lewis, all of Washington. issue interesting and helpful school papers.

The "Inland Educator," of Terra Haute, Ind., has been consolidated with the "Indiana School Journal."

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DR. HEMAN H. BROWN

College 61 Austin Avenue CHICAGO

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. Fitz-Gerald, Secretary.

Northern California Teachers' Association, Marysville, November 1, 2, 3. F. S. Reager, President.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 20th, 21st. Prof. C. J. Walker, Tulare, President.

The Superintendent of Public Instruction will probably call the Educational Commission together about October 15, 1900.

MEETINGS.

The Humboldt County Institute, Sup't. J. B. Brown, will be held September 17th to 21st, at Eureka.

The Lassen County Institute will be held September 25th, 26th and 27th, at Bieber, O. M. Doyle, Sup't.

The Solano County Institute will be held September 24th to 28th, at Benicia, Dan. H. White, Sup't.

The Contra Costa Institute will be held at Martinez the 24th to 28th of September, A. M. Phalin, Sup't.

The Modoc County Institute will be held October 2d to 5th, Anna L. Williams, Sup't.

The Siskiyou County Institute will be held at Etna, October 8th to 12th, Effie Persons, Sup't.

The Monterey County Institute will be held October 8th to 12th, Mrs. J. E. Chope, Sup't.

The Plumas County Institute will be held from October 16th to 19th, M. P. Donnelly, Sup't.

The Napa County Institute will be held October 15th to 19th, J. A. Imrie, Sup't.

Butte, Tehama, Shasta, Yuba, Sutter, and Glenn County Institutes will be held the 29th, 30th and 31st of October.

Superintendents Ramsay, Graham, Crookshanks, and Doub have decided to hold their institutes the week beginning Monday, December 17th.

An adjourned meeting of the Joint Board of Normal School Trustees will be held in the normal school building at San Jose, September 20th.

Western School News.

Orvis Ring, Superintendent of Public Instruction of Nevada, has been visiting in California.

Manual training will be taught more thoroughly in the Los Angeles schools than ever before during the coming season.

Prof. T. A. Hayes of Stanford University has been elected to a position in the Ashland, Oregon, State Normal School.

James C. Bryant of Palo Alto has been elected as principal of the Sherman Heights School, San Diego, to succeed J. H. Freeman.

Dr. C. H. Chapman, formerly President of the University of Oregon, has become the President of the Central Normal School of Dansville, Ind.

Prof. R. J. Young, who was elected principal of the Merced Grammar School, has resigned to accept a place in the Berkeley High School.

Fifteen new teachers will be needed in the Anaconda, Montana, schools for the coming year. One hundred and sixty-five were employed last year, and there is an increase of nine hundred and fifty census children, which will require the extra teachers.

Clarence Leininger, graduate of the Chico Normal, has been elected principal of the Weaverville Public Schools.

Superintendent Robert Furlong delivered a lecture to the students in Dr. Dresslar's classes at the university on school law, Friday, August 31th.

A new Union High School will be established in Fruitvale. A vote was taken recently, in which there were 253 votes for and 99 against it.

Miss Anna J. Neale of San Diego, who has been appointed as one of the teachers to go the Philippines, is a graduate of the State University and the San Diego High School. She also taught for a number of years in the rural schools of San Diego County.

The city of San Diego has lengthened the noon hour so that the children have a recess now from 12 M. to 1:30 P. M., instead of 1.

Prof. J. H. Orcutt of Hawarden, Oregon, has been elected president of the Central Normal School at Drain, Oregon.

D. H. Arnold of Pomona College, has accepted the Chair of Higher Mathematics in the Normal University at Las Vegas, New Mexico.

Mrs. Goodell, who has been elected as teacher of music in the San Jose Normal School, is the wife of ex-County Superintendent Goodell of Stockton.

Superintendent F. J. Browne, of Washing, was re-nominated for Superintendent of Public Instruction by acclamation. R. B. Bryan, who served as Superintendent of Public Instruction from January, '91, to December 31, '95, was his opponent.

W. F. Bliss, of Santa Barbara, has been selected as the successor of Professor Barrows in the State Normal School at San Diego. The salary is $1600. Mr. Bliss has made a special study of history, and in addition has had a wide and successful experience as a teacher.

The eastern division of the State Teachers' Association of Oregon held a meeting September 5th at Baker City. Among the notable speakers were J. M. Greenwood of Kansas City, Dr. Penrose of Whitman College, Superintendent Rigler, Portland, and Dr. Frank Strong, of the State University.

Stanislaus County is making rapid strides educationally. Oakdale is to have a twenty-six-thousand-dollar school building and Modesto is to have one of the finest in the state. Superintendent J. A. Wagener reports a wideawake interest in all educational matters upon the part of trustees, teachers and people.

The trustees of Canal District, Merced County, have built a fine addition to their schoolhouse—a nice large room and entrance, surmounted by a belfry, which contains a bell. The house resembles the one on page 28, July number of JOURNAL. The grounds are also improved some every year, and soon the building and grounds will be a sight to gladden the eyes of all who pass. Mrs. W. G. Hayes is elected principal.

George L. Farnham, an old-time educator, died recently at Riverside, California. Professor Farnham was born seventy-six years ago, and was a graduate of the Albany Normal School. He was superintendent of schools of Syracuse and principal of the State Normal School at Nebraska. He was the author of "Thought and Sentence Method in Reading."

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(2) Between each tape are strips of blackboard. Upon these may be placed the numeral signs in chalk. The class may then work across the board from left to right, or from right to left.

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(3) Strap No. 1 may represent unit's place, strap No. 2, ten's place: strap No. 3, hundred's place; strap No. 4, thousand's place.

Examples in addition, subtraction, and multiplication may be formed by adding to the number at the top each of the succeeding numbers. The teacher may use numbers of two, three, or four places.

Use top numbers as minuend and each of those following from it.

(4) The board may be used in fractions. Let the red figures represent the numerators; the black number, denominators, or *vice versa*.

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Inquiries made of Inspector Townsend show that the Board of Education will not probably furnish school books to pupils after the present contract with the American Book Company, of New York, expires, next February. The present system, which is condemned by a majority, if not all, of the commissioners, was forced on the Board by the refusal of local merchants to take up and handle the sale of books. With the present development of Honolulu and the increase of school attendance sure to follow under the territory, the persons in charge of the department believe that the sale of school books will prove of sufficient importance to induce some enterprising citizen to open a book store devoted to the sale of school books and stationery.—Honolulu, H. I., *Republican*, July 14th.

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Report of Institutes.

Sup't. R. E. Friars, of Snohomish County, Washington, held his institute August 20th to 25th. Among his instructors were present F. P. Graves, of the University of Washington; Prof. Waller, of Pullman, Washington; Mrs. Thornton, of Everett; Dr. Colgrove, University of Washington; B. W. Britnall, editor of Northwest Journal of Education; Harr Wagner, of California, and others.

Sup't. Friars arranged his institute so as to emphasize the work of the new course of study, new text-books, etc. The teachers took a very active interest in the institute. Over 120 were enrolled.

Supt. Miss S. L. Currier called her institute to meet at Mt. Vernon, Wash., August 20th to 25th. She secured as instructors H. H. Johnson, in music; Prof. E. S. Meany, in history; Prof. Priest, in language and composition; Harr Wagner, for evening lecture and geography; Dr. Colgrove, on memory and evolution, beside a number of others. The teachers responded actively to every demand upon them, and took a very prominent part in the discussions and exercises. Skagit County, under the leadership of Miss Currier, has become quite noted as an educational center. One of the most important events that has taken place in any institute was the formation of a circulating school library association. This was presented to the teachers by E. A. Creuger. Mr. Davis, formerly County Superintendent of the county, was elected president, and arrangements were completed for fully carrying out the idea of maintaining a circulating library for the county. In order to further the work forty-four teachers contributed forty-four dollars as a preliminary fund.

Sup't. Henry, of Thurston County, Washington, held his institute August 27th to 31st. He secured an excellent corps of instructors, and held a successful institute.

Sup't. Dewey, of Pierce County, held his institute August 27th to 31st, in Tacoma. Over three hundred teachers were present. The institute was divided into sections, and the instructors taught along practical lines.

Teachers Wanted.

Superintendent F. W. Atkinson of Manila has written to a number of people, asking for teachers. He says that a dozen or more first-class primary and grammar school teachers are wanted immediately. In the course of his letter the Superintendent says:

We will pay $75 or $100 per month—the salary to be paid the year round. The government will pay transportation from the teachers' home to Manila. Have you in mind some normal school graduates of successful experience who will come here for three years to teach in a model school and at the same time assist the native teachers in learning our educational ways? Adaptability, tact, and some facility in acquiring languages are a few of the necessary qualifications. We want, also, some eight or ten young men to become superintendents in some of the larger cities. The salaries to be paid range from $2000 to $2500. My plan is to establish right away, here in Manila, a normal school.

Superintendent Atkinson is also anxious to secure the services of a man for principal of the normal school. He says that if necessary $3500 will be paid.

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University of California Second.

President Wheeler has announced that the enrollment of the University of California places it second in the enrollment of American colleges, Harvard having first place. The total enrollment at Berkeley is 2,300, with 700 more in the professional schools, making a total of 3,000 students. The number of new students this term is 704. Sixty of these are graduate students, and 539 are regular in undergraduate work, with 110 specials. The freshman class is 44 per cent larger than the class was two years ago. The upper classes, after all the data has been returned, are 15 per cent larger than last year. Many classes are overcrowded and many lecture rooms cannot accommodate those desiring seats.

In speaking of the attendance President Wheeler says:

"Ten years ago there were only 457 students in the University. The increase has been, therefore, from 457 to 2,300, or more than 400 per cent. There are more than nine students now at Berkeley where there was one fifteen years ago. The buildings swarm like hives, rooms are overcrowded, and in many of them extra seats are brought into the aisles. The divisions of the classes, in subjects like elementary mathematics and languages, are two or three times as large as they should be.

"The sudden increase of these last two years, which is the continuance of a tendency manifesting itself strongly during the last five years, is likely to continue. Southern California, which formerly sent a relatively small proportion of the students, has now increased its representation until one in eight, or possibly one in seven, of all students come from Southern California. Of the new students 48 per cent are women, a larger proportion than usual. The total attendance of the University I have already estimated at 3,000. Harvard's total numbers for last year were 4,091, Columbia 2208, Yale 2517, Cornell 2240, Princeton 1194 and Chicago 1942."

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Notes.

Martin Kellogg, ex-president of the University o California, has returned from a trip abroad. He will teach the higher classes in Latin at the University.

Miss Margaret Shallenberger, formerly of Stanford, and recently of Cornell University, is teaching in the San Francisco Normal in place of Miss Patterson, who is absent on account of sickness.

Prof. J. E. Keeler, director of the Lick Observatory, is dead. He was a young man in the full maturity of his powers. He had a national reputation as an astronomer. It will be difficult to secure a man to fill his place acceptably.

The Teachers Annuity Association of San Francisco has recently incorporated under the laws of the State, with L. A. Jordan, Miss Laura T. Fowler and others in the Board of directors.

Professor A. H. Randall, one of the best known educators in the State, died today at the Sanitarium of consumption, from which he had suffered for the past six months. He was a member of the faculty of the State Normal School here for sixteen years, the last three of which he was principal, succeeding Professor Childs. A year ago Professor McNaughton succeeded him as principal. He was very popular among the teachers ot the State and the faculty of the Normal, and when his death was announced the school was adjourned and the flag put at half mast. Resolutions of condolence have been drawn up by the faculty and the school.

Professor Randall was a native of Maine and 60 years of age. He was a graduate of Wesleyan College and the Maine Normal School. He had been identified with the educational interests of the State since the early sixties. He was an instouctor in the Pioneer Grammar School of Stockton and founded the High School there, being its principal till 1882. He then went to Santa Cruz and in 1884 came here to take a position in the State Normal. A wife survives him.

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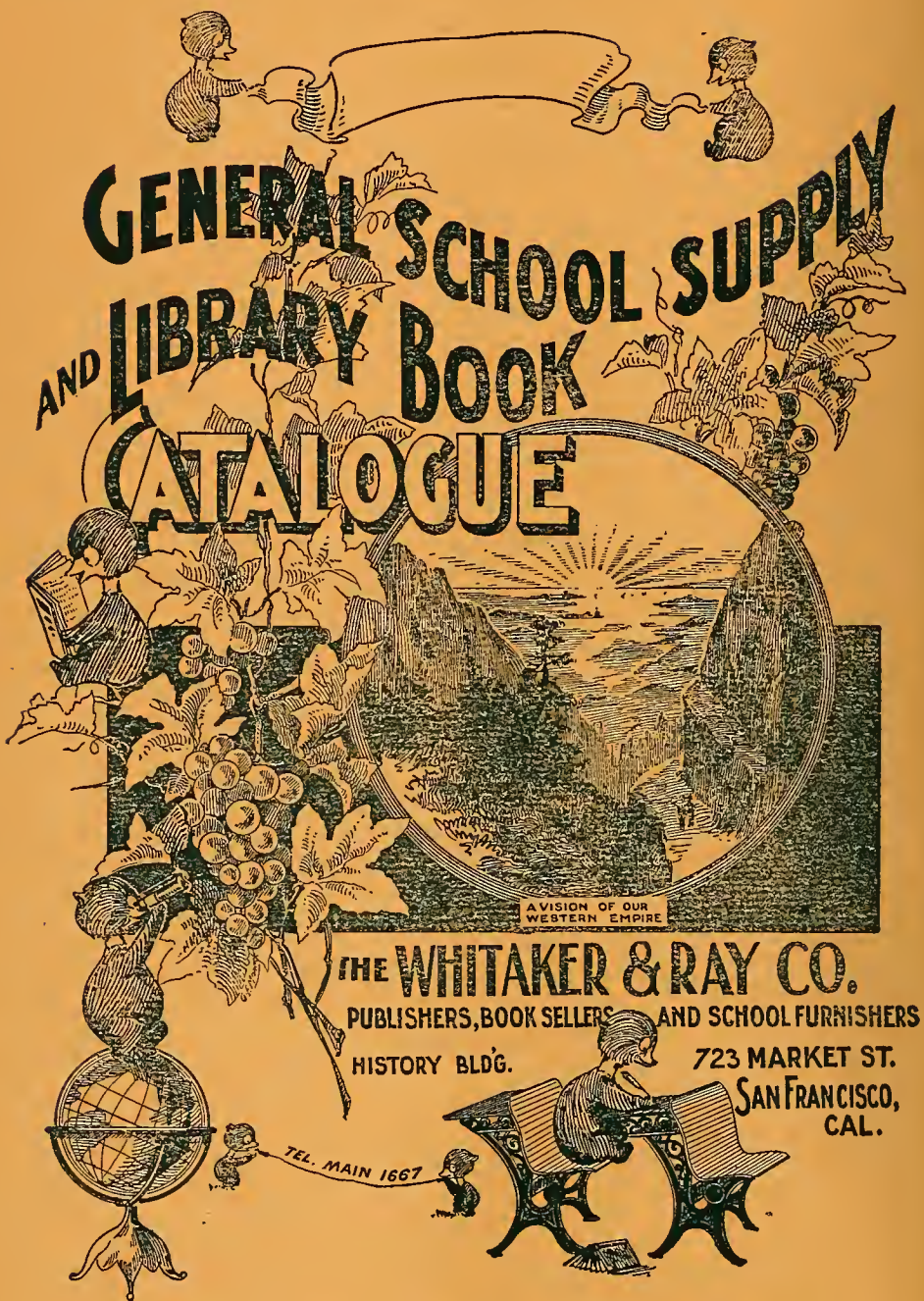

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NOTES ON METHOD.

ARTHUR ERNEST DAVIES, PH.D.

The success of the public school system of education is having a reactive influence upon the ideals and methods of those who are commissioned to apply this system, under varying conditions of life and locality, in the schoolrooms of the land. Before the general educational average had arrived at its present level, the selection of teachers depended upon the ability of the candidate to pass an examination in the subjects to be taught, or to produce other satisfactory evidence that the requisite information had been acquired. What do you know? seemed to be the prominent question when school boards and public opinion took for granted that schools justified themselves only when the pupils had gained a certain knowledge statable in the form of answers to a series of set questions. Although there is no tendency toward denial of this qualification of a teacher at the present time, rather the demands here are more severe than they have ever been, experience has taught us the importance of looking at the question from other points of view. We have learned that knowledge is not in itself a guarantee of successful teaching. We, therefore, find a change in the form of interrogation, and the teacher is expected to say what he can do. In this, as in other matters, we are much more practical than our forefathers. "By their fruits ye shall know them," is a good general rule in every department of life.

This change from knowing to doing, from knowing something and being able to get others to know it also, is not only suggestive of a shifting of emphasis in the ideal of education, but also implies something important with regard to the methods of education. It means that our teachers must not only know, but know how. In these days the number of the educationally qualified is more than sufficient to supply all the available school positions; their number, however, is considerably reduced when the test of pedagogic skill is applied. This is the characteristic feature of the modern phase of the educational problem. No one who aims at success, not to say advancement, in the profession, can afford to overlook its importance. It has come to the front in a most logical way, it is not a freak or fancy of the

few. We have taken some steps toward its consideration; it is for the future to solve.

We do not intend at the present time to discuss the problem of method in any exhaustive way. Our interest just now is rather practical, or, we might say, illustrative of its importance. But one or two general remarks introductory to our main theme may help to its better comprehension. Let us, therefore, consider what this question of pedagogic method means. It means, for any one who is versed in it, all the difference between a skilled and unskilled workman. By its recognition, school teaching has become a distinct and honorable profession. It is a long step from the pedagogue of former days, who was a mere hanger-on, half nurse-maid and half instructor of his master's children, to the modern schoolmaster, with his well defined function and duties in the community. Today he is a necessity, not a nuisance or a convenience. And this is not merely due to the specialization which is a feature of the present time. Specialization itself can be accounted for only as the result of a broadening intelligence, in producing which the schoolmaster has had the largest share. Thus, again, we see results of the teacher's skill receiving emphasis; his ability in his work raising that work into a special department of effective enterprise. But, we ought to remark, so long as the number of successful teachers is comparatively small, the exception not the rule, very much remains to be done in the way of impressing method as that which distinguishes the teacher from the equally well educated banker or farmer. There is absolutely no reason why you should be a teacher in the fact that you know so much. There are plenty of others in other callings who know more than you do, and yet are where they ought to be. *It is pedagogic skill which differentiates the teacher from his educational equals in the community, and according to which, within the profession, one is esteemed better than another.*

Thus, when ability in imparting knowledge is recognized as the *differentia* of the teaching profession, method assumes its proper place among the proper studies of the instructor. But let it not be supposed that we have here either an abstract study dry-as-dust, or that the best results can be obtained by memorizing a set of rules that others have laid down for the various departments of knowledge. It is, perhaps, premature to ask whether such general rules can be formulated, and certainly their value cannot be estimated before they are tried. Pedagogical primness is rather to be avoided. In this paper, at any rate, we do not regard method as a formula; by it we wish to be understood as calling attention to the teaching process itself. Method is a psychological fact, or series of facts, not a logical ideal. Hence, when we look at it in this way, we are simply pointing out a relation between the teacher and his pupil, and implying that upon this relation depends the effectiveness of their joint action. Thus, the first thing to recognize in the study of method is the importance of knowing as much as possible about the terms to be related, for failing this, it is impossible to say how best to effect their conjunction. Part of what we insist upon has been acknowledged in the increased interest that lately has been given to child-study, but a good deal

of the failure of child-study in producing better teaching is due to the neglect of the other related term. Self-suppression in the schoolroom is not a worthy ideal for the teacher; self realization under all the complicated conditions of teaching is a much more worthy aim. But in order to accomplish this end, there must be no disruption between the teacher and the pupil, no different ideal in the one case and in the other. You cannot teach if you deny the legitimate right either of your pupil or yourself. Self knowledge is not only the beginning of all knowledge, it is the starting-point of all successful teaching.

As we have hinted, the condition of things is more satisfactory when we turn to the child, the pupil who is to be taught. But even here much foolishness is thought and talked. Through a mistaken interest, many a young girl is doing unconscious injury to herself and her pupils. It is time we recognized that "being fond of children" is not a sufficient preparation for teaching children. The school, even in the primary department, is not a crèche, nor are our teachers nurse-maids. For this conception of the school each of us has to bear his share of responsibility. In my judgment, the parent is least to blame. It is a matter for school boards to decide. But you cannot get them to act until a professional sentiment has been aroused. What, then, are the teachers to do? Nothing revolutionary or anarchistic, surely. Get educated in a positive way on the subject of child-study, for such a study has to be carried on, very largely, in the schoolroom. Now, when we recognize that child life is one of the main studies of the teacher, the question comes, what natural fitness on the part of the teacher are we to expect if he is to make a success of teaching? Our answer glibly comes to the tip of the tongue: Interest in children. Here, I think, is where we make our initial mistake, if we do not define further what we mean by "interest." There are degrees and kinds of interest, and some kinds and degrees are a hindrance rather than a help in this work. This is especially true of the interest which, in the case of young ladies more particularly, arises in connection with the natural organic instincts. The future parents do not make the best teachers, because their interest in the child is not scientific. If a more satisfactory state is to be brought about we must demand an intellectual, not an emotional interest, on the part of the profession in the pupils of our schools.

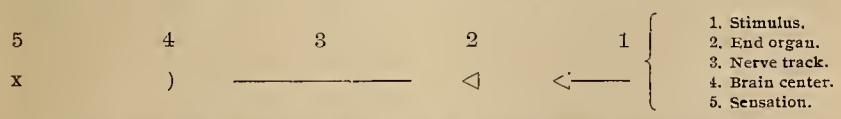
When we turn from these elementary considerations, although a great deal yet remains to be done, we find that something has been accomplished with which all our teachers ought to be acquainted. And, in the first place, we have been shown that the old-fashioned conception of the child is altogether indefensible. The child, when he becomes the pupil, is by no means a crimped and prinked innocent, as spotless inwardly as his mother, with the aid of soap and water, has tried to make him outwardly. We have been shown that we do an injustice to our pupils when we take for granted virtues or respect for virtues which in the adult are scarcely developed or doubtfully heeded. Under the stress of the new ideals of education, we are

coming to see that *moral distinctions are to be created, they cannot be presumed to exist ready-made in the child.* This is, no doubt, a disillusionment, and it takes away much of the poetry with which some, especially the younger teachers, have been wont to surround their duties, but it is a truth that has been established by patient researches in the psychology of child life. If it is true that much of the success one meets with in any undertaking depends upon a right start being made, we most seriously recommend to our teachers to consider this point, as it bears upon all their future work. More particularly should the primary teacher have it constantly in mind. The child brings all the "stuff" out of which souls are made, and some sort of a soul will be made despite everything to the contrary; only this we may say, that the quality of the result will depend directly upon the clear understanding and wise management of the teacher. This is the truth of the claim that the teacher is engaged in the making of good men and women. It is a work which has to commence in the primary department. In this connection we should like to make two remarks of a practical nature. First, that this view is fraught with greater responsibility than the one it displaces. The immense importance of it is suggested in the saying of the Jesuits, "Give me the first seven years of the child and I care not who has the remainder." Second, that it is poor economy to place the primary departments of our schools under young and inexperienced teachers because they can be hired cheaper. It is foundation work in character that is to be done here; we want the best workmen we can find.

Another result of the scientific study of the child of which no teacher ought to remain in ignorance, is the predominating physical characteristics of our pupils. Let me explain: Suppose a child enters school at six years of age. Before you can begin to teach, you must understand how those years have been spent and to what purpose. Do not think that you have to risk the wrath of parents for making impertinent inquiries, for one child is very similar to another, so far as these years are concerned. It is enough to know that they are mainly experimental years devoted to getting acquainted with the world of things. No doubt it is "cute" to see an infant bite its own toes, but all the "cuteness" is in those who look on, for this is a serious effort on the part of the child, who thereby learns the difference between two classes of moving things, moving things he can and those he cannot control. This illustration will be sufficient to mark the scientific and emotional interest we may have in children, and also to point out the general character of the child's life before he enters school. But there is much more that is involved, and this concerns what is not visible to sight. All these movements have a neural foundation. Nerve physiology, therefore, is not to be ignored in the comprehension of a child. Thus, then, we may say that by means of his nervous organism the infant comes to know more and more about the world around him. But now comes the question for the teacher, How much has your pupil already learned? This must be ascertained, because the kind and amount of knowledge he already possesses is a guide to another and more difficult inquiry, for, if we must speak the truth, we do not

care very much about the six-year-old's discoveries, but, as teachers, we are supremely concerned about his neural habits. Hence, we find that while the infant has been rolling around in his crib, and later tumbling and stumbling through life, there has been laid, in the child's nervous mechanism, certain paths of in-coming and out-going energy, and centres in the brain have become organized on economic principles. These years, therefore, have been well spent if a number of neural tracks adequate to the needs of life have become defined, and the connecting centres responsive to appropriate stimuli. This is the child that comes to the teacher for instruction, the aspirant for promotion at the end of the year! And when we recognize this, we get a new conception of the meaning of education at this stage; for no one can teach children intelligently who does not bear in mind that *education consists in the definition and correlation of the sensational life of the child.*

It may seem that the application of this theory to the demands of the schoolroom is difficult to make, and that its bearing on method is not direct. Neither of these things is so. For we should have to go no farther than the vogue that kindergarten methods are having in order to show that these recognized methods are, practically, the outcome of some such view as has been outlined. Furthermore, the discussion as to how far manual training ought to enter into the education of youth—I say discussion, because no general agreement has as yet been reached—is a hint in the same direction. But, we are not concerned to defend against objections what has been written; we would rather recommend by an example. What I contend for is this: that you cannot solve the problem of method unless you take into account the extreme complexity of the subject you instruct. Thus, whatever branch you may be teaching, you are at least five steps removed from the result you wish to produce. Mind does not speak direct to mind. And there are difficulties in the particular study that come in at a later point to hinder ready apprehension. But these aside, suppose you wish to teach the child to call a particular combination of strokes by a particular name (take "I" as being the simplest letter in the alphabet). Say you show the letter and speak the sound to be associated with it. This sound impinges, through the vibrations it sets up in the air, upon the tympanum and is carried along the auditory nerve to the proper brain center, and you get the mental reaction in the form of a sensation of sound. Before you can tell the child anything, you have all this machinery to set in motion and your work is only half done. This simplest task of the teacher, *viz.*, creating new sensations, involves processes which may be symbolized in the following scheme:



In the case we have supposed, two such processes have been set in motion, for we not only speak the name of the letter, but show its printed or written form, and if, moreover, it can be handled or traced with the finger,

or in some way felt, there are three instead of two. Now, each of these creates its own impression, and the problem is to get them all associated that the one will be reënforced by the other. It is also always better to appeal to the sense of touch, it is the most realistic sense, for "seeing's believing, but touch is the real thing." It will readily be percieved that to get understood, to create a clear and distinct apprehension of anything, is no simple affair; and to get out of patience because the pupil needs "telling so many times" is to show our own unfituess for the position we hold. For, to speak in defense of the child again, it is literally through lack of memory that so many repetitions of one sort and another are required; memory in any proper meaning is a product later in the child's life, and rests upon the organized habits of its life.

But we haven't yet got the pupil to say "I," much less to say it in recognition of the figure he sees and handles. Surely here is complexity upon complexity! Who is sufficient for these things? But there is no need to become discouraged, and we do not forget we are only illustrating a theory of education by way of emphasizing the importance of the study of methods of teaching. I shall be excused, willingly, I think, from carrying the illustration further. And, after all, enough has been said for my main purpose. My chief concern is to enforce the need of intelligent work on the part of the teacher in the schoolroom. The issues are too great to be intrusted to those who either have not the ability or will to make themselves proficient in the proper methods of teaching. I have written for those jealous of the honor of the profession, for with them lies the future, but also with a view to stimulate those who, wishing for better things, have not seen clearly the direction in which to seek them.

Eustis, Neb.

Our Fruits and Forest Representations at Paris.

By WILLIAM H. MILLS.

The panorama picture of Mariposa Grove is admitted by all, including photographers, to be the most wonderful photographic reproduction that has ever been made. Only yesterday a committee representing the greatest fruit-growing association of France, to the number of fifteen, visited the office. They were in charge of their president, who is the largest individual fruit-grower in the Republic. They came here to get an illustration of the industrial and climatic conditions under which our fruit is grown. I explained to them fully the prolific character of our climate, and by pictures and illustrations showed them that we had a full crop every year; that our danger was from over-bearing; that in no instance had we missed two crops in succession from any cause. You will scarcely understand the intense interest of this interview until it is explained that this Fruit-Growing Association practices fruit culture in two ways, wall-culture and cultivating under glass (I forego French designations). The out-door culivation of fruit in France

is extra-hazardous and is fast being superseded by the artificial means of wall and glass.

The gentlemen who were here yesterday explained that the most profitable cultivation was that wherein all the factors of success were in the hands of the cultivator. I have used this argument many times for the promotion of the policy of irrigation. I have said that when the moisture can be controlled, both with reference to moisture and drainage, civilized culture will have been achieved ; that at that point only it becomes an art ; but where natural conditions are depended upon and are not under the control of man, the cultivation has not risen to the dignity of an art. Its main factors are at the hazard of chance.

When I explained, however, the conditions under which fruit was grown in California, it became apparent both to myself and my auditors, that the natural conditions in California are as nearly perfect for the production of fruit as it is possible to be, and that at all events there are economies with us which will give us the fruit markets of the world. You may accept this conclusion as demonstrated by our exhibit and observation here. California is hereafter to be the orchard of the world, for reasons which will be more easily made apparent in a personal interview.

The reason for the foregoing narration I will now present : We had exhausted the interest of the exhibit in showing the fruits, the pineapples, the dates, the prunes, the peaches, the pears, the apples, the vegetables in all their varieties, etc.

The day was extremely hot and the interview had become monotonous. I called the company into an attitude in which they could get a good view of the panorama of the great tree grove. I have never heard more genuine expressions of surprise and admiration. The president of the association, a man of fine mentality and dignity of character, said, thru the interpreter to me, that the picture was the most beautiful presentation of a forest he had ever seen and the forest was the most beautiful of any ever shown abroad. The forest as expressed in that picture is infinitely superior to any forestry expression possible here. The largest pine tree I saw in Germany was less than twenty-four inches in diameter, and not to exceed seventy-five or eighty feet high. After what we had told them of the favoring conditions of climate and soil, we introduced them into the heart of one of our greatest forests by the best representation which can be placed upon paper. You can have no adequate conception of how it broadened and dignified and ennobled our state. We had shown them panorama pictures, pictures of prune orchards in bloom, pictures of orchards, one of which is a most marvelous presentation, the panorama itself being six feet by fourteen inches high, and representing five hundred acres of prune orchard. We had shown them twenty-one square miles in one panorama of a fruit orchard in Vaca Valley. We had shown them large fruits and large vegetables, and all these things had appealed to them as exceptional. The panorama of the great forests of California, including the greatest trees that grow in the state, conferred upon the entire exhibit probability and confirmation.

Editorial Comment on the Charleston Meeting.

By NICHOLAS MURRAY BUTLER.
(In the Educational Review.)

The thirty-ninth annual meeting of the National Educational Association, held at Charleston, S. C., July 7–13, was the smallest in many years. The registered attendance will probably be found not to exceed 2900. [The actual number is 2815] The reasons for this are primarily the lack of interest among the rank and file of the teachers of the Southern States and the unwillingness of those in the North and West to expose themselves to the anticipated summer heat of that latitude. As a matter of fact the heat was not so oppressive as at Chicago in 1887 or at Milwaukee in 1897, and those who were so fortunate as to be lodged in private houses were at no time uncomfortable. The Charleston Hotel, however, was anything but satisfactory, and those who had taken rooms there in order to be near headquarters were to be pitied Educationally and socially, however, the Charleston meeting was eminently successful. The program contained many features far above the average, and there was general agreement that the response by Dr. Lyte to the address of welcome, the address on "The Small College" by President Harper, that by Booker T. Washington, the papers by Miss Edmund, Miss Buchanan, and Mrs. Cooley, and the paper by President Beardshear fully sustained the best traditions of the Association. The council carried on two interesting discussions, one on Superintendent Gove's paper on " Education in Our New Possessions," and one on the personal report submitted by President Harper of the committee on the national university project. Professor Hinsdale's summary of the educational progress of the year was scholarly and illuminating. More than one old member of the Association spoke with enthusiasm of President Thwing's capital paper, overflowing with healthy optimism and good-will, presented before the Department of Higher Education.

Socially the gathering was one of great charm. The citizens of Charleston extended a hospitality as generous and as gracious as it was unusual. The local press were sympathetic and the treatment of the convention by the *News* and *Courier* so complete and so well-balanced that it was continually referred to with hearty praise.

The business of the Association was transacted speedily and harmoniously. The trustees reported that the permanent fund had reached $88,000, $14,000 having been added to it during the year. Treasurer Pearse, whose administration of his office was praised formerly and informally many times, showed receipts for the year of $38,746.63, and expenditures of $20,949.96, an excess of receipts of $17,796.67. Of this amount $14,000 was transferred to the trustees for investment, as indicated above.

The newly chosen president, Principal James M. Green of New Jersey, was elected by acclamation. His long connection with the Association and his distinguished services to education in his own state, made his choice a

peculiarly fitting one. The new treasurer, Superintendent L. C. Creenlee of Denver (W. S.), Colo , is one of the best known and most popular members of his profession. Superintendent Dougherty of Peoria was elected a trustee for the four-year term.

In order to have some effective means of considering and reporting upon plans for carrying on investigations involving an appropriation of the Association's funds, the council constituted the following standing committee of seven to deal with such matters: Messrs. Hinsdale of Michigan (chairman), Alderman of Louisiana, Butler of New York, Dougherty of Illinois, Downing of New York, Fitzpatrick of Massachusetts, and Harvey of Wisconsin. Among the newly elected members of the council are Messrs Thwing of Ohio, Ramsey of Virginia, McIver of North Carolina, and Pearse of Nebraska

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The Poor Man's Chance.

A Selection to be Read to Grammar Grade and High School Pupils.

JOHN J. INGALLS.

One summer evening in pensive thought I wandered, fifty odd years ago, with a schoolmate under the "buttonwoods," in Haverhill, on the shore of the moonlit Merrimac.

We talked long, as thoughtful schoolboys will, of the mysteries of the universe and the enigmas of destiny. To our defective forecast the future appeared dark, troubled and uncertain. Time's golden age was behind. The battle for fame and fortune was more desperate.

We did not know, we could not know, no one knew, that we were standing at the portal or the threshold of the most marvelous age of the world's history; an age of such incredible achievements in science, war, wealth, luxury, and national power, growth and glory that by comparisou the most exaggerated fables of fiction, the lamp of Aladdin, the purse of Fortunatus, the philosopher's stone, seem like the trivial commonplaces of the nursery, and the wildest hyperbole becomes tame and prosaic.

Looking backward across the years since that moonlight stroll on the banks of the enchanted river, I do not see that I have been denied any right, privilege or opportunity enjoyed by those who have drawn the great prizes in the lottery of life — we all had the same chance. If laws were unjust, all alike were their victims. If statutes were beneficent, none were debarred their advantage. Those who climbed the highest began lowest. None were favored by legislation or influence.

Lincoln and Grant, neither suspected of greatness, were waiting in homely indigence the summons that ten years later, was to call them to immortal fame. Edison, the mightiest magician of the forces of nature, was a tramping telegrapher. Carnegie was a messenger boy in Pittsburg. Huntington was selling picks, nails and horseshoes in Sacramento. Jay Gould was a book agent in Delaware County. The Rockfellers and the mob of plutocrats that excite the envy and arouse the indignation of those who have failed, all began in the lowest and humblest ways of life.

I had the same chance, and every boy of that time had the same chance. The world was all before me where to choose, and Providence my guide. I had the right to build railroads or to go into Wall Street and wreck them; to invent the telephone; to write Uncle Tom's Cabin; to mine for gold and silver; to concoct patent medicines; to corner petroleum; to bull pork and wheat, like my contemporaries. The only thing I lacked was brains. I didn't know how; so I went West and helped lay the foundations and build the superstructure of the great empire of the Northwest, and thus missed the whole show.

And then, too luck has much to do with success in life. He who leaves out the element of luck omits one of the most important factors in the game. The dish of some is always bottom up when it rains. The luckiest man of this generation is Admiral Dewey. He threw double sixes twice in succession at Manila.

What chance has the poor man in 1900? About the same, I should say, he had fifty years ago. In some ways rather better if he can adapt himself to the changed conditions of society. Many avenues open then are now shut. Many opportunities once free, no longer exist. Competition is more selfish and strenuous, but the world was never so ready as now to pay for what it wants. There has been no time when the man or woman who can do anything better than anybody else was so sure of instant recognition and remuneration.

Paderewski and Irving have just sailed away with fortunes earned by a few months of professional exhibition. Mme. Nordica received a thousand dollars for singing two songs that occupied ten minutes, while an equally meritorious seamstress earns twenty-five cents for ten hours' repulsive toil in a sweatshop. Kipling gets more for a stanza than Milton for the copyright of "Paradise Lost." Millet and Meissonier derived from the brush and the palette the revenues of the treasuries of kingdoms.

The poor man's chance, then, depends very much on what the poor man has to sell. If his stock in trade consists of untrained muscle, a dull brain, and sullen discontent, he will work for wages, dine from a tin bucket when the noon whistle blows and die dependent or a mendicant. If he have courage, industry, enterprise, fosesight, luck and the willing mind he will gain competence or fortune. He will establish his family in comfort, educate his children and accustom them to the environment of refined habits, which after all is the best of life.

The real difference in men is not in want of opportunity, but in want of capacity to discern opportunity and power to take advantage of opportunity.

This, at least, is certain — that in 1950 the celebrated scholars and teachers, the learned divines, the eloquent orators and statesmen, the foremost legislators and judges, the President, who will have been inaugurated the year before, the great authors and poets and philosophers, the inventors and merchants and lords of finance will be men who are now young, poor and obscure, striving against obstacles that seem insuperable to enter in at the straight gate that leads to fame and fortune. Society is reinforced from

the bottom and not from the top. Families die out, fortunes are dispersed, the recruits come from the farm, the forge and the workshop and not from the club and the palace. Those who will control the destinies of the twentieth century are now boys wearing homespun and hand-me-downs, and not the gilded youth glad in purple and fine linen and faring sumptuously every day at Sherry's and Delmonico's. This is the poor man's chance. It is open to all comers. It is not a matter of law or statute or politics.

A Visit to the University of Glasgow.

By C. J. C. BENNETT.

This afternoon has caused a strong impression that the wise in the knowledge of the world and its needs are very much disagreed among themselves as to means and materials for bringing the best things to pass. A few days ago I was in the halls and classroom of that typical American university of New York, Columbia, and to-day, was in a representative Briton institution, the University of Glasgow, which started on its long career forty years before Columbus discovered America.

As to situation, both institutions are excellently placed. The side from which I approached Columbia presented a view not unlike that of the acropolis at Athens. High it stands on a plain supported by a cliff of rugged rock, along which has been worked out a series of steps. The University of Glasgow, a splendid pile of stone over five hundred feet long, with a graceful tower and spire in the center three hundred feet high, is on the brow of a low hill rising gently from Kelvin River. By the way, the famous scientist, Lord Kelvin, gets his name from that river. The architecture of each university reflects its country. Columbia's halls remind one of the big commercial buildings down in the city,—high, square facade, with slight ornamentation to relieve their marked plainness. The one splendid exception to this is the library, with its beautiful rotunda supported by a series of massive dark green pillars. It is a modern library for use. Glasgow has an impressive looking library. Its 180,000 volumes are housed in a long hall, with two galleries of same length. Narrow windows rise the full height, ending in the Gothic arch. Its rows of musty old towers, very many in vellum and enclosed by wire grating, its long old-church form, its gloom produced by the highly stained windows and heavy skies common in western Scotland, with the gentle moving in and out of the few librarians,—for no students enter the library,—produces the proper effect on the on-looker of wonder at the stores of knowledge. I should add that students get the books readily enough from a librarian's table, in another room.

Columbia has the most perfectly equipped gymnasium, with baths, etc , it has been my chance to see. In appearance, the best comparison that comes to me is that of a big cistern or tub sunk on a hill side till the top of the tub is even with the top of the hill. I saw no place in the cloisters or about its quadrangle, for such an institution at the University of Glas-

gow. It was a pleasure to me to go thru Columbia's growing psychological laboratory, and to see Dr. Thorndike in the summer school direct the individual experimentation. When the registrar of Glasgow University, who was very patient with an inquisitive American, was interrogated about such a laboratory, he replied: "You mean a library." No; a laboratory was meant. "But that implies instruments and apparatus," the Glasgow schoolman rejoined. This was agreed to. Then: "How could such be used, etc., etc.?" Questions proper enough for the general man, but less so for a college man of the land of Stewart and Hamilton. Sociology was a word unused and unknown by the registrar.

But these matters could readily be expected for some American universities; for example, the University of Virginia touches them not. But it was only slightly different with history. Five years ago none was taught, barring church history in the Divinity School, and now in this great school of two thousand students there is but one pure history course, namely, History of Scotland and England. There is one other mixed course on Continental History of the 18th Century. History is not a lectureship, not a chair, or a department. No courses are over five months long — excepting some in medicine; indeed, it will be so the scholastic year is only five months long. That is, the students have seven months vacation. Very lately a summer school of two and one-half months has been added for those who could not be in, in the winter.

How long does it take the average student to graduate? Three years of five months each. And thus graduation gives the university's only ordinary degree that is granted. M. A. Entrance is possible as at Harvard, on examination only, and may be harder than required for the best American university, tho of this I am not all assured, but the list of entrance subjects is limited: English, Latin, Greek, and Mathematics.

And the student gets out by examinations only 100 I was in the large somber-looking room with its little desks and ink-spattered floor where these trials are held. No credit absolutely is given for the character of the student's daily or classroom work.

On doors, the words, Physiology, Botany, Chemistry, etc., were remarked, but it was not possible to get into these laboratories.

For Ph.D they use D.Phil., and it is given for proficiency in philosophy instead of proficiency in anything as with us and continental universities.

One of the departments lately added which shows capability of adaptation, is that of naval architecture. This is peculiarly fitting to the one of the four Scottish universities, as Glasgow is such a ship-building city. One of its graduates go to the University of Michigan this Fall to start such a department there, so the Glasgow man told me.

Were I a poet and a romantic historian, a letter descriptive of a bicycle trip thru the "Rob Roy" country would be interesting.

The Oak Tree.

AARON W. FREDERICK.

Year after year a sturdy oak
  For man and beast a shelter stood,—
A living tower of stately strength,
  For each and all a common good.

A thousand baskets held aloft
  Rich store for squirrel and for bird,
Or dropped upon the grassy sward
  A banquet for the groveling herd.

The dark-eyed Indian mother swung
  Her swart papoose up to a limb,
And picked the bitter acorns there
  To make at length sweet food for him.

An open heart to lure the bees,
  For bustling ants a covert shade,
There energy in varied forms
  Unceasing industry displayed.

The winging beauties of the sky
  There hovered hopes its boughs among ;
Fond instinct nurtured there her own,
  The sweetest lullabies there sung.

Full well the earth was recompensed
  For substances on which it fed,
And richer loam the circle marked
  Where lavishly its leaves were spread.

Despite the storms that round it raved,
  The while it stronger grew with strife
And better breathed out influence
  To succor frail dependent life.

Fell foes the stricken one befriends ;
  And from its ashes blessings rise,
And happy homes grow brighter still
  Because for them the oak tree dies.

Cease not to feel thy Druid zeal,
  O, race robust whose ancient bowers
Such wealth of character imbued
  As still exalts this life of ours !

ADVICE TO YOUNG MEN AND WOMEN.

BY PRESIDENT BENJAMIN IDE WHEELER.

[Attention has been called to the following excerpts from the commencement address of President Benjamin Ide Wheeler. The sentences have the true ring. Teachers should read this page to the pupils at opening exercises. It should be read by parents, trustees, taxpayers, high school pupils, in fact, the thoughts expressed, convey strong lessons for all.

The modern college, fortunately enough, has not been to you what the old-time college sought to be to its students,— a place of seclusion from life, pens where human souls were stall-fed, bureau drawers where pears were laid away to ripen into soft succulence. More and more, as the earnest, busy, modern years go by, the modern college is coming into touch with the realities of life. More and more its gates and windows open to the breeze-currents of the outer air; more and more of the real activities of the real world come within its scope to be ennobled and uplifted by its influence. Less and less is the learning of the schools and chairs made an end unto itself; more and ever more is its effect considered in the production of effective personalities, in the shaping of character, of the power to do, and to do nobly and well. Learning which cannot at need be shoveled under boilers and transmitted into power is poor ballast for any craft. * * * * * *

The world expects a great deal of you, and it has a right to, for you are the favored children of its opportunities. The State of California expects a great deal of you, for it has given you, so many of you as are from the academic departments of the University, without fee or recompense, advantages which commonly open elsewhere only to the payment of money. It expects to be repaid in no stipulated service, but it expects to be repaid in better citizenship, in lives useful to society and the state. It expects to find in you men and women who love the right, who can see the truth and face the facts, men and women who hate a lie and all its vermin, reptile brood that cower in sullen corners and hug the dark,— the lie of ignorance and superstition, the lie of prejudice,— the lie that tabooes a brother man because of station, work, color, birth, or faith; the lie that smirches reputations for selfishness and envy; the lie that urges false motives and seeks to bend the judgment and actions of man away from the true and the real, —the lie whose home is in hell with the father of lies, and whose ways are the ways of death.

The world expects of you honesty and the courage of honesty. It has men enough who have lost all power to see, who are blinded to all but expediences and have no sense for the truth. It has cowards enough who shrink before entrenched vice and prejudice, and who dare not draw the sword of open speech and ready action against the ogres of untruth and dis-

honesty, political and social. There never was greater need for courageous, truth-speaking, truth-living men than to-day, when the very pillars of the state are made insecure thru cowardice and untruth. The world expects of you action that is based upon intelligence; it has enough of action based upon tradition, prejudice, and narrowness. It expects that what you do, you will do because there is a reason for it. It expects that you will stand fast with those whose action is dictated by reason. The world expects that you will act in loyalty to ideals. All that holds humanity away from the brute is that broader view and larger outlook which merges in idealism. If your education has not given you ideals, then you have not been educated at all. The world has enough men who spend their lives with heads bent over the muck rake, and know not of the blue that is above them, nor of the angel that holds the crown. The world wants more men who live for large things, who take large views of life, who believe that life is more than bread, and that the unseen is stronger than the seen. Into a life of measureless possibilities you are now entering, and I adjure you in the name of the intellectual faith, in the name of noble academic traditions, in the name of your beloved alma mater, to be true to those ideals which have lived in the life you have spent here in these years that have passed. What you will be, and what you will do, will depend upon what you choose to be, and what you choose to do. The days of your apprenticeship are over. You enter upon the responsibilities of manhood and womanhood; the field is your own, and what ways you choose will be your own ways. What seed you sow will mark your harvest. You can be what you will to be. Be strong, and true, and valiant!

Extracts From Current Educational Articles.

HOW HONOR AND JUSTICE MAY BE TAUGHT IN THE SCHOOLS.—VIEWED BY A WEST POINT GRADUTAE.

BY EDWARD S. HOLDEN, IN OCTOBER "COSMOPOLITAN."

There is nothing plainer, it would seem, than that lying is a fault in itself, except that practically it does not work happiness to the liar. It is, however, noticeable that unless the foundations of truth-telling are laid in youth, the habit is seldom acquired in later years. In adult life, between a lie and its consequence too many circumstances intervene. So much occurs in the meantime that the logic of events is obscured. The calamity is not clearly seen to depend upon the fault.

While the forces of nature are invariable and immediate in their action, we have to go to theologians and to poets—to Moses and to Dante—to see that the logical consequences of moral and spiritual acts follow as strictly. The effects of such acts are invariable, and inexorable on the actor's interior nature. We know it; poets and theologians have proved it over and over again. But the exterior consequences are not immediate. Can we not

escape them? The answer is that exteriorly as well as interiorly there is no escape whatever. This is a lesson that thousands of us fail to learn. No one is educated till he has learned it. The chief problem of teaching is to enforce it. How shall this be done? Colleges and universities open the poets and philosophers to us, and provide instances and examples to interpret our own experiences. But teaching does not begin with the college. It begins in the home and school, and from the very earliest years should put the child in the way of forming right habits. The argument of this paper is that methods must be sought for that perpetually enforce right habits in two ways; first, by thousands and thousands of experiences of each kind; second, by bringing the consequences of an act as close as possible to the act itself.

It is not unlikely that the reader may here say: "This is the very method of training employed in the home and in the public school." It is precisely because their methods are, in the main, of this nature that our education is as good as it is. Little argument is needed to prove that it is not yet so good as it should be. The problem is, then, to improve the methods now in use, to add to them, not to supplant them.

We must supplement our present methods, not supersede them. They are the outcome of centuries and must be substantially correct. If they are wrong in details, slight errors can be amended.

But it is obvious they are not *adequate*. It is especially in the public school that inadequacy is felt. A child who receives a good training at home, and who adds to it in the training at school, will not go far wrong. But the public school is called upon to take the place of the home and its training in thousands of cases. If a method at once simple in principle and practical in results can be found to supplement the methods of the school, it deserves attention. Such a method must be founded on the principles just exhibited. A multitude of experiences must be offered, one by one; shortcomings must be noted, one by one; and the consequence of a deed must follow hard upon the act itself. The results of such a training will be a quick adjustment of the child to the surrounding conditions, whatever they are. If the conditions are well chosen, the child will be well educated. The teacher has a free choice of conditions. He can make the world as it is very like the world as it ought to be.

It so happens that the government of the country has been trying two experiments in this very direction, one for a hundred and another for fifty years. The United States Military Academy at West Point was founded in 1802; the United States Naval Academy at Annapolis was founded, on the model at West Point, in 1850. Each of these schools has a special object, and each is entirely efficient in attaining its own limited end. The principles, the methods, so effective in these two cases can be extended to much wider fields. They are the very methods of nature; and they can be adapted to the needs of the common schools of the country by any one who understands them. It is regretable that these methods, approved by the

experience of more than a century, have not been thoroughly studied by American educators. The *results* of the special training of the two schools are, however, fully approved by the country at large.

The destruction of the Spanish fleets at Santiago and Manila was a striking proof of the efficiency of such a system of education. Hundreds of diplomatic difficulties in Central and South America have been quietly and completely settled by officers of the navy to the entire satisfaction of all concerned. Not to speak of the magnificent services of the army in time of civil or foreign war, we may take its relations to Indian troubles, or to widespread labor strikes as to measures of its efficiency. The moment that the country hears that a critical situation is in the hands of the officers of the army, it is at peace; for it is well known that they will act firmly, justly and honestly. Efficiency is not a natural gift, but an acquired talent. The officers of the army and navy are not a picked class; they come to the government training-schools from every Congressional district in the United States. Their acknowledged merit as faithful and honest public servants is entirely due to the method of training adopted in their schools.

SOME OLD-FASHIONED DOUBTS ABOUT NEW-FASHIONED EDUCATION.

L. B. R. BRIGGS, IN "ATLANTIC MONTHLY" FOR OCTOBER.

"Doubts" is my title, not "Views;" and, as this title indicates, my paper is the expression of a mood rather than of a conviction. A mere observer of educational methods is often bothered by doubts as to the relative value of the old educational product and of the new. The new product, the educated man of today is, in some measure, the necessity of the time. The demands of a special calling require preparation so early and so long that the all-around man—that invaluable species which has leavened and civilized all society—bids fair to be soon as extinct as the dodo. No one denies that the rare being who, in spite of the elective principle, persists in getting a general education first and a special one later, is a man of more power than if he had been driven through a general education by some other will than his own; yet, with the kindergarten at one end of our education and with the elective system at the other, we see, or seem to see, a falling off in the vigor with which men attack distasteful but useful things, —a shrinking from the old, resolute education.

The new education has made three discoveries:—

1. Education should always recognize the fitness of different minds for different work.

2. The process of education need not be, and should not be, forbidding.

3. In earlier systems of education, natural science had not a fair place.

A modern text-book on the study of language remarks that in walking out we see various kinds of birds,—sparrows, robins, hens, and what not; and that just as there are various kinds of birds, so there are various kinds

of words,— nouns, verbs, adjectives. I see signs of a reaction from these debilitated methods,— in particular from the method which teaches children reading without spelling; but the effect of these methods is with us still.

Again, we are told — and if I am not mistaken, we are told by enthusiastic advocates of new methods — that the object of education is not knowledge so much as power; in Greek, for example, we no longer ask a boy to know three books of the Iliad, "omitting the Catalogue of Ships," — we ask him to translate Homer at sight; yet modern doctrine fails to see, except in glimpses, that no better way of gaining power has yet been discovered than the overcoming of difficulties. The fear old-fashioned people have about new-fashioned education is that too much depends on whim, and that whim may be born of indolence.

Take the old system in its most monstrous form,— take learning Latin grammar by heart before translating any Latin author; nobody now defends a practice so stupid: yet that wonderful feat of memory strengthened many a memory for other wonderful feats. The boy who mastered Andrews and Stoddard knew the power of patient effort, the strength of drudgery well done. Through a natural reaction, memory is underrated now. Education at the time when memory is trained easiest and best must be saved from the barrenness of memory work and must be "enriched." Even the multiplication table is threatened with banishment. We leave the straight and narrow way, and wobble all over the flowery meadows. We are held down to accuracy so little that it is next to impossible to find a youth who can copy a list of printed names without misspelling. We have boys who cannot spell, men who cannot spell, teachers who cannot spell, teachers of English who cannot spell, college professors who cannot spell and who have a mean opinion of spelling.

"But the new education," you say, "is in some ways more general than the old. From the start it opens to eager eyes all the beautiful world of science; little children get glimpses into subjects of which old-fashioned little children never heard." This is too true. Old-fashioned people have old-fashioned doubts about what seems to them a showy, all-round substitute for education,— a sort of bluff at general culture, such as we see when children, at great expense to their schools (the new education is almost ruinously expensive), dissipate their minds by studying a little of everything. I was delighted to hear Professor Grandgent say not long ago: "The curse of modern education is multiplication of subjects and painless methods." I suspect that in another generation we may even overdo the "enriching" of the grammar school. I do not undervalue the pleasure and the profit of what is called "a bowing acquaintance" with a variety of subjects: the mistake is to accept such an acquaintance as education.

The early specialization as to which I have expressed doubt is made almost necessary by the advance of learning, the shortness of life, and the leanness of pocketbooks. The false general education is never necessary. People call it broad; but there is a big fallacy in the word "broad." A

horizontal line is no broader than a perpendicular one. Just so the line of study may stretch across many subjects, and be quite as narrow as if it really penetrated one. I still doubt whether we can do better for our children than, first, to drill them in a few subjects, mostly old ones: then to give them a modest general education in college, or in all but the last year or two of college; then to let them specialize as energetically as they can (but not exclusively),—and throughout to keep in their minds not pleasure only, but the stern Lawgiver who wears the Godhead's most benignant grace.

METHODS AND DEVICES.

To those who use words with any care as to their meaning, there is a wide difference between *methods* and *devices*.

A method is an order of procedure, a line or succession of ideas, which lead toward some end. A method in history is the order of ideas that were expressed in events that occurred in the life of the individual or people. This is the natural method in history. Methods differ because writers or teachers have different views of the order in which the ideas developed.

To know a method of history one must *know* history. When you *know* history you know its method. The method of botany is the order of growth of plant life. To know its method one must know the subject; that is, he must know the order of movement in the evolution of vegetable life.

Now, a device is a way of attracting the attention to the matter in hand. Either the curiosity is excited, and so the attention is fixed; or the conviction that it is important to know the subject is established; or one's love of power or mastery is awakened; or the desire to gratify parents or friends is aroused. These are devices by which the mind may be induced to enter upon the pursuits of the method of the subject studied.

It appears, therefore, that the method of a subject cannot be known except in so far as the subject itself is mastered. Studying a subject for knowledge is a study of its methods. To try to abstract the method from the facts of truths of a subject and get anything worth knowing and of any value whatever in teaching is a dead waste of energy. The only and quickest way to learn the method of a subject is to master the subject.—*G. P. B., in School and Home Education.*

PRONOUNCING TEST.

The following words are very often mispronounced. They are all common words in use every day. Try them, then get the dictionary and mark them: towards, again, bade, brooch, apricot, often, catch, hearth, aye, lien, greasy, sew, scarce, years, idea, area, bouquet, ague, bleat, rise (noun), arctic, shone, route, gaunt, canine, juvenile, infidel, corporal, tete-a-tete, trousseau, amendment, restaurant, bicycle, were, recipe, frontier, depot, process, recess, romance, tirade, essay, tarpaulin, wont.—*American Journal of Education.*

STANFORD UNIVERSITY CONSTITUTIONAL AMENDMENT.

BY ELLWOOD P. CUBBERLEY.

Every friend of public education in this State should be familiar with the provisions of the proposed amendment to the Constitution of the State of California, which is to be voted on at the coming election. As there is much misunderstanding as to the nature and purposes of the amendment, I avail myself of the kind invitation of the editor of this JOURNAL to put the matter clearly before the school men of this State.

The general idea as to the purposes of the amendment is that it is to relieve the University from taxation, when, as a matter of fact, it does not exempt the University from any taxation whatever, but leaves all such matters to the Legislature. Its real purpose is to correct certain vital defects in the founding grant; to secure the University in the possession of what it now has; to confer upon the Trustees the corporate powers necessary to manage the trust; and to enable them to receive, in the future, the money which anyone may desire to give to the University. These matters are vital to the existence and future of the University. The taxation feature is only permissive, is carefully guarded, and may be withdrawn at any time.

I can best explain to the readers of the JOURNAL the need for and the purpose of the amendment by a tabulated statement.

I. Defects in the Original Grant.—When the University was founded it was necessary to have some authority from the Legislature to do so. As the Constitution of the State prohibits any special Legislation, it was necessary that a *general* act be passed, under which *any* institution might be founded and endowed. This general act was, unfortunately, loosely drawn. Items which did not seem objectionable in 1885 would now work to defeat the very objects of the foundation of the University. The chief defects in the original act and grant are:

(1) Provision was made only for the *founding* of such institutions.

(2) The act authorized only written foundation grants, made within the *lifetime* of the founder.

(3) Gifts and bequests were not authorized, so that the University *can receive nothing by will.*

(4) The University can receive only property which is situated *within the State of California.*

(5) Mrs. Stanford is unable to make a confirmatory conveyance of the property to the Board of Trustees.

(6) The Trustees do not have the corporate powers necessary to carry out the provisions of the trust.

(7) While prohibiting the Trustees from ever converting the endowment into real estate, and providing that it must always be kept in the form of good securities (legally known as "personal property"), the act does not provide for the exemption of these securities from taxation. The result is, that the endowment must be kept in United States or other non-taxable

bonds, because the *net* income from these is larger than that from taxable bonds. The University money is thus driven out of the State. the State gains absolutely nothing in taxes, and the University loses thousands of dollars in income each year, and can do a correspondingly smaller work for the State.

(8) The original grant makes the University, to all intents and purposes, a State institution, by providing that the Trustees *must* annually make a report to the Governor, giving a full record of their proceedings, and an itemized statement of all sources of income and of all expenditures. Many state universities are not required to do this. The University offers free tuition to all of the people of the State, can never receive a cent of money from the State, and is compelled to pay the State a tax upon the buildings, libraries, and apparatus used in providing its sons and daughters with free education. This the University feels to be unjust. Only two other states in the Union tax private institutions, and they are small Rocky Mountain states, having no private institutions of any rank, and hence the question has never arisen.

(9) In addition to the defects pointed out above, there is much doubt as to the constitutionality of the original Act itself.

(10) None of these defects can be corrected by statute and made applicable to Stanford University, as any special legislation would be unconstitutional.

II. What the Amendment Would Do.—To remedy these defects and to insure the future of the institution a constitutional amendment has been passed by the Legislature and proposed to the people for ratification. It embodies *four* provisions. I will state them in the order of their importance to the University.

(1) The first provision confirms the trusts already provided for in the founding grant, and permits Mrs. Stanford, as residuary legatee, to make a confirmatory conveyance of all the property to the Board of Trustees. It removes all doubt as to the constitutionality of the grant and all fears as to long and uncertain legal contests by incorporating into the Constitution of the State the statement that all of the grants and gifts are "permitted, approved and confirmed."

(2) The second provision permits the University to receive property in addition to that covered by the original grants, and by any form or conveyance, either during the lifetime or after the death of the donor. It removes the restriction as to its location in California, and permits the Trustees to receive property situated anywhere in the world. The desirability of this provision may be inferred from the fact that two men have already expressed their desire to leave their wealth by will to the University, and the property of both is not within the borders of the State. This provision also permits the Legislature to give the Trustees sufficient corporate power to manage the trust.

(3) The third provision provides that the Legislature *may* exempt personal property (securities, as explained above under defect No. 7) from taxation, as the Legislature may see fit. This provision should appeal strongly

to the self-interest of every voter, for the reasons given above under defect No. 7. *It would permit the University to have a larger income, without costing anyone a single cent.*

(4) The fourth provision provides that the Legislature *may* exempt from *state* taxation any university property. It *may*, also, exempt from *county* and *city* taxation any buildings, libraries, museums, laboratories, and apparatus *used exclusively for instruction*, including the ground upon which the same may be situated. The big ranches and the real estate forming a part of the trust can never be exempted from local or county taxation. The exemption which may be made is carefully limited, is purely optional with the Legislature, may be repealed at any time, and *may only be granted upon the condition that tuition shall be free to all students from California.*

The adoption of the amendment by the people will not exempt a single cent's worth of property from any form of taxation. It simply gives the Legislature power to do as it thinks best, and any action is subject to repeal at any time.

The amendment can be carried easily if the people can be made to understand its provisions. I have talked with hundreds of men and I have yet to find a single man who is not in favor of it when he understands its provisions and the great danger the University is in. There is no organized opposition to it, and yet it may not carry, due to a mistaken idea that has gone abroad that it is simply a taxation-exemption scheme. That it is not such, will be seen by reading the above. Every citizen, interested in good schools and in the welfare of the State, should feel it a duty to do active personal work with his friends to help carry the amendment, and ensure the continuance and future of the Leland Stanford Junior University. The people of California have nothing to lose and everything to gain.

Professor Max Muller, of Oxford, writing in the November *Nineteenth Century*, says: "I have occasionally given expression to my regret that the old system of learning by heart at our public schools should have gone so completely out of fashion. Old men like myself know what a precious treasure for life the few lines are that remain indelibly engraved on our memory from our earliest school days. Whatever else we forget, they remain, and they remind us, by their very sound, of happy days, happy faces and happy hearts. Alas! Our memory has been systematically ruined, and it hardly deserves that name any longer, when we remember what memory was in ancient times. We seem to be piling every day heaps of ashes on that divine light within us."

"The best scholars succeed best in life chiefly, I believe, because they have been most regular and punctual in doing their college work and meeting their appointments," says Dr. Benjamin Ide Wheeler, president of the University of California, in the *Saturday Evening Post*. "My experience with college students teaches me that they are intellectually much nearer a level than their achievements indicate. It is power of will more than power of mind that differentiates them. Must and ought have fifty times more stuff in them than might and could."

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

First to thine own self be true,
Thou can'st not then be false to any man.
—*Shakespeare.*

There is but one school in all California that can boast of "self-government," and this one so satisfactory in every detail, that space is herewith given for the minutia. The principal of the school in question made the old-time discovery with a difference, that unless children have learned to govern themselves you cannot expect them to be studious and quiet when the teacher is "out of sight." This principal set her wits to work, and they worked splendidly. The military drill is the first step in the forming of a perfect government. An old veteran was hired and began the good work. Being called away, a young man, who was a graduate of an Eastern military school, took his place; squads were selected with an officer for each, and a first captain chosen. A battalion was soon formed and the drill commenced; twenty minutes each day seemed all too short, as it is ever conceded to be "better'n play."

In the meantime, principals and teachers are making a study of military tactics, and you can imagine the workings of that school. No child, be he first captain or corporal, is allowed to touch a pupil either roughly or lightly. The orders are given, and no one even thinks of disobeying. The officers have been duly elected by the pupils and are treated with the respect their position commands. Companies A, B, and C, as they form on the spacious grounds, is a prettier sight,—aye, how many times prettier,—than companies formed on the island of Luzon, or in the Empire of China. One the field of battle and gore, the other of frolic and fun. It is amusing, however, to note the seriousness with which it is all gone thru with down to the dismissal, which sends them scampering away. Once each month there is a general government meeting, and meeting of officers bimonthly. At the general meeting, with a seventh grade pupil who presides with the grace and tact of a true soldier, the following charges were brought up: Several girls stopped on the way from school to play; two boys went swimming without the consent of either teacher or parent (referred to principal); a careless boy came to school with dirty hands; one was seen to "spit" on the basement floor, another was known to have crossed a forbidden creek; a boy called out to a passing lady: "See the old woman gettin'," etc. These are minor charges, but who can measure the value of a word fitly spoken? At this meeting it was decided that as the girls are somewhat behind in military tactics, the major on the boy's side should have charge when they drill together. Needless to say there is no corporal punishment here. A word righly spoken, a tap keenly, tho not harshly felt, is all that is needed. Thru the well-earned reputation of the school, incorrigibles are sent here to be "drilled" in manners and speech. "Kid'

is not allowed on the grounds; it is therefore to be presumed that there will not be a scape goat or a black sheep among them. The word "lie" is not allowed nor slang of any kind.

The children have a sort of espionage over the grounds and school; their principles of honor are being strengthened daily. A blackberry bush near was the cause of some apprehension, but on investigation it was found that not a berry was touched nor likely to be by this earnest band that is learning to govern themselves, which includes the appetites of lusty youth. To go back to the drill, the principal may well boast of straight shoulders; not a stooping figure among them—tho there were girls that had to have special drill, and boys that had to be ever on the lookout. We must not omit the secret of good government: Put yourself in the mind of the child, have no favorites, but look out for the dull children, the bright ones will take care of themselves. If the gruff principals of this state could note the orderly march to and from the rooms, could they hear themselves being compared with "mule drivers," in favor of the latter, and see, as others see, their boys in line being shaken out of their wits, they would, perhaps, see the wisdom of this government.

Friday, September 28th, was Reception Day at this most notable school. Everybody was invited. There was entertainment for all. There were lectures, an officers' government meeting, an exercise in present methods of teaching children to read, a program consisting of twelve numbers and a social session. These exercises were in different parts of the building, giving the visitors a chance to hear whatever they were specially interested in.*

PARENTAL SUPPORT OF TEACHERS' AUTHORITY.

Helen Raymond Wells, in "Trained Motherhood."

I saw at one time in a comic paper a picture of a child in the middle of the street down which an omnibus was coming at full speed. The father was pulling the child by one hand to the right, while the mother was pulling him by the other hand to the opposite side, with the implied witticism that the child would come to grief because of the difference in opinion between the parents.

I remember that picture, and think of the absurd yet bitter truth that the children for whom the whole school system is operated are being sacrificed to the differences of opinion whenever parents and teachers allow themselves to be guilty of the folly of pulling in different directions.

Parents who seldom or never go into the schoolroom are the ones most apt to get a wrong impression of things that take place there, and, without investigating, upon the impulse of the moment, they will issue a command to their children not to obey the teacher in the thing they have taken exception to, holding out stubbornly that their word shall be law, just be-

*This school is located in Fruitvale, Cal., Mrs. Kate B. Scench, Principal.

cause they have passed it, even though they are convinced that it was erroneously done.

The teacher, meantime, holds to her way, right or wrong, because her dignity and authority must be maintained before the school or be greatly weakened.

The parents insist that the child is theirs, and must do as they say; the teacher, that while in school he is bound to obey her. Between them the child is victimized.

I once saw a boy, when the teacher was insisting upon his doing a thing that his mother had told him not to do, jump out of the schoolroom window and run off to the woods. Who could blame him? I have often wished when I have seen children thus "pulled two ways" that they would all do some such desperate thing to escape from their tormentors. It is nothing less. A child put in such a trying position is much to be pitied. He is hindered and hampered instead of helped on his way. Surely this is not the result that right-minded parents and teachers desire to bring about.

Then how may right relations between parents and teachers be established and maintained?

Clearly, each must have the good of the child so much at heart that every other consideration will be of secondary moment. For the good of the child each must be willing to make concessions. For the good of the child each must make it a point to know and understand the other. For the good of the child each must interpret the other's motives generously, and put the best construction possible upon actions. For the good of the child each must be willing to reconcile any differences that may arise by kindly asking, making and receiving explanations. For the good of the child each must show the highest respect and most perfect courtesy toward the other.

If, after a careful investigation of a complaint and an honest effort to approve of a teacher, she is yet found to be seriously at fault, and unable or unwilling to improve, the duty of the parents is to take steps for the teacher's removal, or the removal of the child; but still holding our motto, "For the good of the child," so long as she is his teacher, he must hear no word of disparagement concerning her from the parents. It is certainly their duty to uphold the authority of the teacher always, but the duty also extends to seeing to it that such teachers are employed as will be deserving of unqualified support in their position. In order that the best teachers be secured, it is necessary to make most careful choice of superintendent, principals and members of the school board, each of whom should be capable to judge of a teacher's ability, and willing to give sufficient time to become, from personal observation, perfectly familiar with the entire school system and all the particulars of its workings. The parents who want the best results for their children in the schools, cannot afford to be indifferent as to who fills these positions. If they are really righly interested in their

children's welfare they must take an interest in all school elections and appointments.

If they have not thus done their part toward having things right, it is hardly fair to complain if things are wrong. At any rate, very little will be accomplished by such complaints.

In a book to which my attention has been called lately, "The Heart of a Boy," translated from the Italian, there are given charming pictures of home and school life, and of the beautiful sentiment engendered and good influence exerted upon children by parents taking a proper interest in the school and supplementing the teacher's earnest effort by their hearty sympathy and support.

THE SCHOOL TRUSTEES.

County Superintendents are taking an active interest in securing the coöperation of the school trustees in educational work. Superintendent Dan White, of Solano, in his institute, and by circulars and school visits, has secured most cordial help from the trustees in the administration of schools in a proper manner. Superintendent Margaret I. Poore has arranged for meeting the trustees during the week of the institute. Superintendent Effie Persons, of Siskiyou, secured the services of Superintendent Hyatt, of Riverside, to talk to her trustees during institute week. Hyatt has been the leader in supervision work in the state, and Riverside County schools show the result of the work of trustees who are thoroughly awakened to the educational interests they represent. Supt. Phalin, of Contra Costa; Supt. Woods, of San Luis Obispo; Supt. Baldwin, San Diego; Supt. Bahr, San Bernardino; Supt. Strine, Los Angeles; Supt. Sackett, Ventura; Supt. Graham, Kings; Supt. Dunn, Butte, are among the superintendents who have interested trustees in institutes and special meetings. Other superintendents have also worked in various ways to secure the coöperation of trustees.

C. C. Davis, President of the Board of Education of Los Angeles, has declined to be a candidate for re-election. Mr. Davis during his four years' service to education has done much for the betterment of the Los Angeles schools.

Trustees should never buy, either from an agent or local dealer, anything that is not needed in the schoolroom. Buy what you need, and purchase without regard to favoritism. Quality and price will be for the best interest of the school. The dealer is a second consideration.

Trustees should never compel a teacher to request her warrant. It should be ready when her month is up. She has earned her salary. She should not be required to earn it a second time by running after it.

The teacher should have the school in fair working condition by this time. October is a good month to make your annual visit. Call on the teacher. Give a word of encouragement, if deserved. See that the little things, like water bucket, stove wood, clock, blackboard, windows, play ground, outhouses, are in proper condition.

Dr. J. C. King, of Banning, Cal., has issued a very valuable pamphlet on "Is the Course of Study in Our Public Schools Detrimental to the Health of the Pupil?" Dr. King has been clerk of the Banning school district for many years. The pamphlet shows a great amount of work and study. He has collected the experience of about twenty prominent people on the subject of "The Course of Study in Reference to Health." The general verdict seems to be that a large per cent are injured, and that special care should be taken during the age of twelve to fifteen years.

Official.

STATE BOARD OF EDUCATION.

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FREDERIC BURK ..... President State Normal School, San Francisco.

The State Board of Education has been called to meet Saturday, October 20, 1900.

Thanks to all the county superintendents, their annual reports were received in time to enable the state superintendent to submit his biennial report to the Governor on the day required by law, the 15th day of September.

Teachers' Registers.

For lack of funds for printing, only 10,000 teachers' registers could be made during the 51st and 52nd fiscal years, that is, for 1899 and 1900. This number has had to supply the demand since 1895. Hence, superintendents and teachers will understand why orders have been filled so sparingly. This stock of registers is now exhausted, and the office can furnish no more until after July 1, 1901.

Oath of Office to be Filed.

The law requires that school trustees must qualify by taking the prescribed oath and filing certificate of election or appointment with the county superintendent of schools within ten days from date of such election or appointment. Failure to comply with this requirement works a forfeiture of office and creates a vacancy.

Failure of Election of Clerk.

Failure of trustees to elect a clerk on the first Saturday in July, this the year 1900, on July 7th, made it the duty of the county superintendent of schools to appoint the district clerk.

Grade of Life and Educational Diplomas.

Life diplomas granted prior to January 1, 1880, have by competent authority been declared to be life diplomas of the highest grade, equivalent to the present high school life diplomas. All California life and educational diplomas have by statute been declared to be licenses to teach, certificates of either the high school or grammar school grade as may be determined, when registered by the county superintendent in a book kept for such purpose.

The grade of life and educational diplomas of California issued since January 1, 1880, which do not upon their face state the grade thereof, should

be determined by county superintendents before registering. The grade may be determined by ascertaining upon what credentials the diplomas were granted. Those issued upon grammar school course certificates may be registered as high school license. Where the superintendent is in doubt about the grade or the credential upon which the diploma has been granted, inquiry may be made at the state office, where such records are kept.

Accredited Institutions.

Below is given the list of institutions of learning which the State Board of Education have placed on the accredited list. A diploma of graduation from any one of these institutions, accompanied by a recommendation of the Faculty, and a showing of the fact that the holder has had pedagogical training equivalent to that given by the Department of Education in the University of California, may have a high school certificate granted upon it without examination:

(1) Leland Stanford Jr. University.
(2) University of Michigan.
(3) Cornell University, New York.
(4) Brown University, Rhode Island.
(5) State University of Iowa.
(6) Yale University, Connecticut.
(7) Johns Hopkins University, Maryland.
(8) University of Wisconsin.
(9) Harvard University, Massachusetts.
(10) University of Minnesota.
(11) University of Indiana.
(12) University of Nebraska.
(13) University of Chicago.
(14) University of Illinois.
(15) Columbia University, New York.
(16) Clark University, Massachusetts.

High School Tuition for Outsiders.

A much mistaken understanding seems to have arisen in the minds of many people in reference to the opinion of Attorney-General Tirey L. Ford, who ruled that it was not legal for boards of trustees to charge tuition to pupils who might for good cause be permitted to attend the primary and grammar grade public schools outside of their home district.

This did not apply to high schools which are supported not by state and county funds, but by special high school district funds. It is perfectly reasonable and right that parents and guardians who live outside of high school districts should pay a tuition fee for such high school privilege.

School Funds to be Deposited in County Treasury.

The general law, as expressed in Sub. 2 of Sec. 1617 of the Political Code, requires school district trustees and boards of education in cities to

pay all moneys collected by them from any source whatever for school purposes into the county treasury to be placed to the credit of the special fund of their districts. I know of no law whereby this provision may be abrogated in city districts. It is essential that all funds collected and disbursed for public school purposes shall be duly accounted for by the county superintendent of schools in making the annual school report for his county.

District Clerk Acts Only by Direction of the Board.

By the provision of Sec. 1651 of the Political Code, the clerk of the school district must *under* the *direction* of the *board of trustees*, provide school supplies, make repairs, etc. The clerk performs certain prescribed duties by the will expressed by a majority of the Board. He calls meetings of the board only upon request of two members; at least one other member of the board must join him in a request for a meeting of the board. He has no greater authority than any other member in the management of school affairs. The business of a school district is under the control of the board of trustees, and such board is governed in all matters by a majority of its members.

THOMAS J. KIRK,
Superintendent Public Instruction.

A PEN PICTURE OF THE HUMBOLDT INSTITUTE.

Scene, the city of Eureka, surrounded by redwood forests, fronted by Humboldt Bay. One hundred and fifty teachers were gathered in from valley and mountain—some ladies had to ride horse-back 60 miles to get there. The program was solid lectures for four days, with neither music nor discussion to break the proceedings. Job Wood, of Sacramento, gave practical talks on arithmetic and reading, illustrated by actual classes. Edwin D. Starback, of Stanford, spoke on physiology and psychology; Harold W. Fairbanks, of Berkeley, gave lectures on the physiography of California, illustrated by stereoptican views. Edward Hyatt, of Riverside, spoke along the lines of Nature Study, Methods of Teaching and Bodily Culture. The teachers were remarkable for regularity of attendance and absence of tardiness. Superintendent J. B. Brown, who has more years of service to his credit than any other superintendent in the state, insists upon honest work being done. His sallies upon the few absentees created much amusement. One young man had a bicycle collision with a hen in the back country, and got in, somewhat damaged, the next day. The superintendent thought he "ought to be required to produce the hen." Charles M. Drake, under the *nom de plume* of Jonathan Green "roasted" the lectures and the lecturers in the daily papers with good-humored impartiality. The county fair was in progress, so that there was plenty of music and entertainment for all leisure time of teachers and instructors, too.

PUBLISHERS' NOTICE.

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HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

The Stanford University Constitutional Amendment.—The editor of the JOURNAL OF EDUCATION has asked Prof. Cubberley of Stanford to prepare a statement as to the purpose and need of the constitutional amendment relating to the University, which is submitted to the people for ratification at the coming election. This will be found elsewhere in this issue. It should be read carefully by every teacher, trustee, and friend of education in this state. We feel that this is one of the most necessary amendments ever proposed to the people of the state for adoption. It was passed almost unanimously by the last Legislature, and the people should ratify it in the same way.

That the University is in real danger there is no use of denying. That the University has been and will continue to be of inestimable service to the state cannot be questioned. What it has done and will do in the future, has been done and will continue to be done without costing the tax-payers of the state a single cent. In return, the University now asks the people to vote to ensure its foundation act and its endowment from legal attack; to permit it to receive property by will, wherever located; to permit the Legislature to give its trustees sufficient corporate powers to carry out the purposes for which the University was founded; and to permit it to invest in other than government bonds, so as to obtain a larger yearly income with which to buy more books and apparatus, pay more professors, and do more good for the state. This no one should refuse to do. More than this, every citzen should urge his friends to vote for the amendment. There is much danger of the amendment failing to carry through not being understood.

* * *

Editor Brown, of *School and Home Education*, takes several pages to grill Prof. Arnold Tompkins for unprofessional conduct. The unprofessional conduct as charged is as follows: President Tompkins re-organized the Illinois Normal University on paper, changed the faculty, and prepared to carry on the work in accordance with his ideas, then suddenly resigned.

peremptorily to accept the presidency of the Chicago Normal School. For this Editor Brown charges him with the betrayal of a public trust.

We do not know the merits of the case, but we do admire the ability of Mr. Brown to express his views. The betrayal of a public trust is a serious charge. Of course it is not a "low down," "mean" delinquency like mule stealing, nor is it as bad as a man who would deliberately write a letter of recommendation for a teacher who is unworthy of the words of commendation. The public each year grants more power to the leaders, and each year the leader has greater responsibility. There have been dozens of cases this year in California where men have accepted positions and resigned just before the opening of schools to accept a more remunerative place. President Burk, of the San Francisco Normal, is chairman of a committee to draft a code of rules defining unprofessional conduct. We hope that these rules will not apply only to the elementary teachers, but to all teachers. There is great need of the quickening of the conscience on matters relative to educational affairs.

* * *

President Benjamin Ide Wheeler, in a recent article in the *Examiner*, says that the weakest place in our educational fabric is in the selection of county superintendents. He is opposed to the election of superintendents by the people. His opinion is based on theory, and not on the knowledge of the county superintendents of California. There is no intention on the part of President Wheeler to reflect on the *personnel* of the present officials. However, no system of appointment that could be devised, no educational qualification could be required that on the whole would give us an abler body of superintendents than the one now in existence. Of course, if the superintendent had no other duty than to supervise the actual teaching of the teachers, then men could probably be selected with university credentials whose training would be helpful. The county superintendent, however, must be an expert clerk, a lawyer, a teachers' agency, a financier, a lobbyist, a teacher, judge, an educator, and a man of the people. He must not only know the laws of mental fatigue, but must know how to settle a neighborhood quarrel. One hour his conversation with the teacher may be on James' psychology, while the next may be devoted to suggestive plans for the new schoolhouse. There is hardly a problem in this complex, modern life of ours that the superintendent is not required to face every day of his official life. The first requisite of a county superintendent is common sense. A few political conventions knocks all the "sissy" out of a man, and gives him good credentials for the work he has to do. Ohio, Pennsylvania, Florida, Virginia, and other states where superintendents are not elected, have no advantage in superintendents over California. Trust the people. The work of public school education is not complete until every man is an expert citizen; until every community, city, and state is sufficiently expert to elect its own officials.

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. FitzGerald, Secretary.

Northern California Teachers' Association, Marysville, November 1, 2, 3. F. S. Reager, President.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 20th, 21st. Prof. C. J. Walker, Tulare, President.

The Superintendent of Public Instruction will probably call the Educational Commission together about October 15, 1900.

The State Board of Education will meet October 20, 1900.

The Washington Teachers' Association will hold its session December 27, 28, 29, Supt. F. J. Browne, President.

The Southern California Teachers' Association will hold its session in Los Angeles, December 20, 21, 22.

INSTITUTES.

The Alameda County Institute, Supt. Crawford, will be held at Haywards, November 27–30.

Stanislaus County Institute, Supt. J. A. Wagener. will be held at Modesto, November 7. 8, 9.

The cities of Alameda, Berkeley and Oakland will hold a joint institute October 9–12.

Supt. E. B. Wright of San Joaquin will hold his institute November 27–30.

The Monterey County Institute will be held at Salinas, October 8th to 12th, Mrs. J. E. Chope, Sup't.

The Plumas County Institute will be held from October 16th to 19th, M. P. Donnelly, Sup't.

The Napa County Institute will be held October 15th to 19th, J. A. Imrie, Sup't.

Butte, Tehama, Shasta, Yuba, Sutter, Colusa, and Glenn County Institutes will be held the 29th, 30th and 31st of October.

Superintendents Ramsay, Graham, Crookshanks, and Doub have decided to hold their institutes the week beginning Monday, December 17th.

Western School News.

R. H. Mitchell of San Francisco has been elected principal of the Redding schools.

Oakland is preparing to expend $280,000 additional for buildings and equipments.

Henry G. Crocker of Coronado has accepted a position in the Los Angeles High School.

Isaac Wright has been elected to teach the Dinuba High School, Tulare County.

Principal L. R. Smith of Santa Clara High School is meeting with great success in his work.

In 1890, Los Angeles employed 160 teachers; 1900 there are 501 teachers regularly employed.

Principal D. W. Lindsay of the Los Banos High School reports that a new high school building will soon be erected.

President Frederic Burk has announced a course of lectures at San Francisco Normal School. The first course subject: "The Course of Study," by Prof. Ellwood P. Cubberley, of Stanford University. Other courses will be by Dr. Elmer Ellsworth Brown, of Berkeley, and Henry Weinstock, of San Francisco.

The cities of Seattle, Tacoma and Spokane, show a large increase in average daily attendance. The schools are overcrowded in each city.

Dr. J. W. Keene, who has been principal of the high school at Julian, San Diego County, for a number of years, is now principal of the National City Schools.

Superintendent J. H. Ackerman of Oregon, wrote an excellent article for the Portland *Telegram* September 1st, on the "Future of the Educational Balance Sheet."

Stanford University is making vast improvements in the way of building. The new buildings now in progress when completed will cost upwards of three millions of dollars.

A number of editorials have appeared in the Stockton *Mail* and elsewhere against the State Normal Schools. The ground of complaint seems to be based upon the fact that the normal schools do academic work. There is nothing very serious in the complaints, however, and they do not represent public opinion.

The San Francisco Board of Education has purchased 500 modelling boards for use in the schools.

Mrs. J. E. Chope held a sub-institute at San Lucas. Eighteen teachers were present and a very successful meeting was held.

Mr. McManus, the former principal of the Los Banos High School, is now an assistant in the Department of Education at the Leland Stanford University.

A Teachers' Club has been organized in Santa Rosa with Supt. Cox as president. The club will take up the subject of James' "Talks to Teachers," and Warner's "Nervous Study of the Child."

The State Text-book Commission of Oregon will be appointed in January, 1901. This board will meet in July for the adoption of text-books for use in the public schools of Oregon for the ensuing next five years.

The Schoolmasters' Club of San Francisco will give a banquet at the California Hotel, Saturday, October 13th. President Wheeler will preside and Dr. Fryer will speak on the Chinese.

J. A. Rice, who served as deputy superintendent of San Diego County for the past year, has been elected principal of the Corona High School, Riverside County. J. H. Freeman has been appointed his successor by Superintendent Baldwin.

The will of Charles Robinson, of Napa, filed on September 17th, leaves $4,000 to Napa School District to purchase a library, to be called the Robinson Library; $500 each is left to Howard and Carneros Districts for the same purpose.

Supt. T. O. Crawford has issued a very strong letter to the Boards of Education of Oakland. Berkeley and Alameda, charging that the course of study which is arranged with the idea that preparation should be made for the University is all wrong. He complains that the course of study is too heavy for the schools.

Jean Durell, formerly of Chicago. has located in San Francisco at 434 Ellis Street. She has a national reputation as a literary sketch artist and entertainer. Miss Durell recited for the United Moderns at a recent meeting, and delighted the large audience with her artistic rendition. County superintendents and others who desire to secure talent that will entertain as well as instruct, should write to Jean Durell, 434 Ellis Street.

Joaquin Miller, poet, journalist and lecturer, has returned from China. During the trip he experienced life on a horse transport on the Yellow Sea, saw the battle beyond Tien-tsin, saw the allied troops march to relieve Pekin, assisted the wounded as a Red Cross assistant, and was the only war correspondent to interview Earl Li. He will deliver a few lectures in California before beginning a lecture tour in January.

Redding Searchlight: Both the High and Grammar Schools in Redding are in a flourishing condition. Students and teachers are combining in an attempt to improve some existing conditions. At the High School a piano is to be bought. A choral club will possibly be organized. At the grammar school an entertainment is talked of for the purpose of raising money to improve the library. Arbor Day will probably be recognized, and trees planted in some of tho barren spots of the school grounds.

The California School of Mechanical Arts, founded by James Lick, deserves to be free from taxation. The school is conducted for the benefit of the state, not for the benefit of individuals. Vote for the amendment that will free it from taxes. Vote for the amendment that will exempt church property. Vote for the amendment in reference to Stanford University. The property values of California has increased sufficiently that the people can afford to be generous to the institutions that are conducted for the general good of humanity.

A summary of the students registered in the various departments at Stanford has been issued from the registrar's office. Some of the results shown are significant. The total number of new students is exactly fifty less than last year, standing 258, as against 308. The total number of students registered is also fifty less than last year. This decrease can be traced to one cause — the more stringent entrance requirements that have come into effect. The number of graduates — specials and advanced students — remain about the same. The English department leads in the number of major students, with law second. A large number of last year's graduates have

returned for past graduate work in law. This is owing to the great improvement of the law department and the new inducements offered for working for the degree of L.L.B.

The editor has received from London, England, the card of Mr. and Mrs. George A. Dickson, with the information that it all happened in St. George's Church, Bloomsbury, August 30, 1900, and that the permanent address is 19 Elster Strasse II, Leipsic, Germany. Through the surname of the bride, Eleanor Elizabeth Ale, is an arrow. Miss Ale was a successful teacher for a number of years in San Diego County.

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Tehama County School Notes.

A. W. Glover is president of the new board of education.

George Voorhies, of Michigan, is the new principal at Corning.

Red Bluff High School has nearly one hundred pupils enrolled.

Miss Hofeld, U. C., is the new teacher in the Red Bluff high school.

Walter White of Lyonsville took a course in the Berkeley Summer School.

Miss Nellie Warmoth, one of our teachers, died during the summer vacation.

Miss Belle Miller, ex-county superintendent, is principal of the Antelope school.

A. W. Glover, former principal of Corning, has opened a jewelery shop in that place.

Miss Delia Fish has entered the State University. She has taught for years in Red Bluff.

Miss Ina Hamlin, who taught the Elder Creek school last year, has secured a position in Berkeley.

Miss Nellie Dodson, a Red Bluff teacher, became Mrs. Douglas during the summer and now resides at Palo Alto.

Messrs. Ed. and Ross Hamilton, who took high school work in the Tehama school in 1899, have entered the State University.

For the first time in many years Red Bluff is not represented on the county board. Not a principal in the county has a seat on the board either.

Miss Georgia Council of Kirkwood married in Kansas during the summer and has returned to teach her old school. Her sister, Miss Retta, one of Red Bluff's best teachers, is now in Kansas, and will soon be married.

H. S. Gans, former principal of the Antelope school, is the Republican candidate for the Assembly. He is a graduate of Washington and Jefferson College. If elected, the public schools will have in him a true friend.

Miss Belle Mathews, former primary teacher at Tehama, is now in the Sacramento school. Her sister, Miss Margaret, graduated from the Chico Normal in June. Both are graduates of the Tehama Grammar School.

State Normal Schools.

The State Normal Schools at San Jose, Chico, San Diego, San Francisco and Los Angeles, have each begun a prosperous year. The Los Angeles *Times* speaks of the Los Angeles Normal as follows:

"The State Normal School commences this year with an attendance of 500 pupils. The only change in any of the departments is in that of domestic art and domestic science, Miss Jessica C. Hazard having charge of the work, with Miss Lucy J. Anderson as assistant. Prof. E T. Pierce, who has presided over the Normal for eight years with gratifying success, enters his ninth year of work with many plans for the advancement of the pupils under his chargs. One feature will be the organization of a literary class, to meet once a week, and once each month the pupils will discuss ethical questions and their relation to society and themselves. In addition to this, a joint meeting has been planned to be held once each term, which will probably be open to public visitors.

"A number of the Normal teachers have been connected with the institution for many years, Miss Sarah P. Monks having served sixteen years as the head of the botanical and zoölogical department; Miss Dunn, fourteen years as teacher of history and as librarian; Prof. Dozier, eleven years in charge of mathematics and book-keeping; Miss Josephine Seamen, ten years as teacher of English, and Miss M. A. English and Charles E. Hutton have been instructors in the school nine years, respectively."

BOOK REVIEWS.

"Tolstoi, a Man of Peace," by Alice B. Stockton, M.D. and "The New Spirit," by H. Havelock Ellis, is a new volume of Alice B. Stockman & Co., Chicago, Ill.. This is an account of a visit by Dr. Stockman to Tolstoi and an account of Tolstoi, writings by Mr. Ellis.

Houghton, Mifflin & Co. have issued a book entitled "Squirrels and Other Fur Bearers," by John Burroughs. This is the handsomest book of the kind ever issued. The illustrations in colors represent the very best work that has been done in the color line. The book is one that children and teachers will enjoy.

Williams & Foster prepared a few years ago a book entitled selections for "Memorizing." These poems were not the wild wooly kind that the boys had to go out behind the barn in order to practice, but the kind that had literary value. The demand for such a selection has increased largely during the past few years, and as a result the book has a large sale. It is published by Ginn & Co., 325 Sansome St., San Francisco.

D. C. Heath & Company, Boston, Mass., Caspar Hodgson, 325 Sansome St., San Francisco, Pacific Coast representative, have issued "The Heath's Home and School Classics," a series of excellent standard books for reading by children, carefully edited by Edward Everett Hale, C. F. Dole and others. Prices are 10 and 15 cents in paper, and 25 cents in cloth.

"Elements of English Grammar," by George P. Brown, assisted by Charles De Garmo, published by the Werner School Book Company; price. 60 cents. This is a grammar, not a book on composition of language. It is intended for the 7th and 8th years. The authors have aimed to treat the subject as a science; to give the child instruction in the scientific knowledge of the sentence. The work is well done. There is probably not another book published that will be so useful in securing definite results, after the children have taken the *pot pouri* of the ordinary language and composition work in our schools.

Mr. C. A. Witter, an experienced school teacher of Redlands, Cal., is the author of one of the best text-books on the subject of bookkeeping published. It is a book that has been adopted in Fresno County, San Diego County, Ventura, and many others in the state. After a former adoption in Fresno and San Diego, it was unanimously readopted for four years. It is a book that is well adapted for the schools of all grades. Mr. Witter is a practical teacher. He has taught for a number of years in San Bernardino County, always with success; and his many friends will be pleased at the success of his book.

Ginn & Co. have issued a new language series called "The Mother Tongue," by Prof. Kittredgé, of Harvard, and Sarah Louise Arnold, of Boston. Book I contains lessons in speaking, reading and writing English. Book II is an elementary English grammar. The arrangement of these books is on the cumulative plan, each lesson is the result of previous lessons. The work is systematic. The special features that commend Book I, is the attention paid to the study, or rather the interpretation of pictures as a language lesson. The selection of material for study shows rare literary taste. Book II is just the kind of a book that is needed by the teachers who have trained the children in language work in the primary grades. It is a book that will win its way. Price of Book I, 45 cts., Book II, 60 cts. It will pay you to send and secure copies of these books for examination. Ginn & Co., 325 Sansome St., San Francisco.

"Education in the United States" is a series of monographs prepared for the United States exhibit at the Paris Exposition of 1900, edited by Nicholas Murray Butler, and published by J. B. Lyon & Co., Albany, N. Y.; two volumes, 500 pages each, price $3.50 per set. Among the many notable monographs is "Secondry Education," Elmer Ellsworth Brown, professor of education in the University of California; "Educational Administration," Dr. A. S. Draper; "Elementary Education," Dr. W. T. Harris; "Training of Teachers," B. A. Hinsdale; Commercial Education," Edward J. James; "Education of the Negro," Booker T. Washington; "Education of the Indian," Wm. N. Hailman. The introduction of Nicholas Murray Butler is a careful

analysis of the whole field of education in the United States. No library will be complete without these valuable volumes.

The Whitaker & Ray Company expect to issue a book for the holidays called "Amusing Geography," by Lenore C. Schutze, A.M. This will contain the most witty and attractive presentation of the facts of geography, which children are expected to learn, that we have seen. They are so brought out as to fasten themselves upon the child's mind without especial effort on his part. The book will be illustrated by more than one hundred maps and engravings, and also with pictures of the "state flowers," as far as they have been chosen. Parents could hardly find a more delightful and useful holiday present for their children than "Amusing Geography." The boys will like it especially. The method of map-drawing will be of great assistance to teachers. No "device" is employed, but the maps are so classified that very young children can draw the simplest of them. "Amusing Geography" shows them how to take hold of their work in the easiest way. The memory songs are set to familiar airs and help farther to make the study of geography pleasing and attractive. "Little Delaware," a part song for boys and girls, and "West Virginia," arouse an enthusiasm not often seen in matters connected with school work. A great success for this book is predicted.

Deafness Cannot be Cured

by local application as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases our of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surfaces.

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An Illustration of Leadership.

The State of Washington has been peculiarly fortunate during two administrations in educational leadership. During the years from '92 to '96 Superintendent of Public Instruction C. W. Bean gave the schools an excellent administration. He was a student of the best phases of modern pedagogy, and his work was characterized by high ideals. His successor was Frank J. Browne, who at once began fundamental educational work. Governor John R. Rogers, a former schoolmaster, and the author of some wise school legislature, gave his hearty support. The standard for teachers' certificates was raised, professional training was encouraged, the University and the Normal Schools felt the increased demand for learning. Teachers' and pupils' reading circles were successfully established. The teachers' institutes and summer schools were organized on a pedagogical basis, a course of study was issued that is pedagogical, psychological and practical. No Superintendent of Public Instruction in the west has published such fine state papers, including Arbor Day, bird day, and patriotic day documents. His work has attracted wide attention. In 1898 he was invited to address the California Teachers' Association, in 1899, he was called to Chicago to address the National Superintendents' Convention. Superintendent Browne is a man of strong personality, a magnetic orator, a student of books, a pupil of nature. He is a young man whose foundation work in the State of Washington will have its influence on the children. He encouraged the local publication of state text books, and has stood the brunt of battle, brought on by partisan politics, aided by the misrepresentations of disappointed publishers. It requires a forceful man, a leader, a man of integrity, to perform such strenuous educational work.

NORTHERN CALIFORNIA TEACHERS' ASSOCIATION.

President F. S. Reager and Sec. Margaret I. Poore, and the Executive Committee have arranged an excellent program for the meeting of the Northern California Teachers' Association, which meets at Marysville, November 1, 2, 3. The citizens of Marysville are preparing a royal welcome for the visiting teachers. Shasta, Tehama, Glenn, Colusa, Butte, Yolo and Sutter will all send large delegations.

Hinds & Noble of New York, who heretofore have handled as American agents Mackenzie's "Manual of Ethics" and Stout's "Manual of Psychology," introducing them into the great majority of American and Canadian colleges and universities, have now purchased outright the American rights in those two important works, and hereafter will themselves publish them in the United States.

No "Elementary" Certificates Needed.

BY ELLA M. AUSTIN.

In the plan for "Certification of Teachers," as reported by the late Superintendents' Convention, I fail to find any just provision for the holders of State Life Diplomas. It doesn't appear to be a fair proposition for a teacher of fifteen or twenty years' experience, and holding a life diploma, to now be placed on the level with inexperienced primary teachers, and classed under the one head, "elementary."

The Normal graduate, too, after spending four years in preparing for his special work, must take a seat among the untrained teachers (*i. e.*, according to the "New Plan"). Any school hiring an elementary teacher wouldn't know whether they were getting a Normal, Grammar, or Primary teacher; for they would all hold elementary certificates, and the trustees would have to chance drawing "lucky numbers."

If it is the aim to raise the standard of teachers, why not begin by requiring a higher percentage for primary certificates, thus bringing them *up*, instead of *dropping* the higher teacher to their level?

It is to be hoped that the aim is not to drive out in disgust the faithful old servants who have helped to make the schools what they now are, and to place in their stead the newly-fledged university graduates, who, no doubt, are superior in scholarship, tho lacking experience.

If a reform is necessary, let us begin in the right direction, by establishing a uniform course of study thruout the state in all grades up to the door of the university, and rid ourselves of the mixture we have on hand. As it now exists, there seems to be no regularity between the grammar and the high schools. In many counties the studies pursued during the last year in the grammar schools, overlap those of the first year in our best high schools. This should be corrected, as time is lost, especially in a crowded grammar school, by giving the class a smattering of advanced studies such as geometry, algebra, etc., when they are taught in the high school from the very first page to the last. The above class will, no doubt, be deficient in spelling, English grammar or composition, all of which are far more useful, whether the students enter high school or not. The fact is, we are crowding, to the detriment of the children.

Under the present conditions, I fear the high schools are bound to receive some very weak timber, owing to the numerous subjects attemped in the grammar grades.

There is no question but that the *course of study*, instead of *teachers' certificates*, needs the regulating.

The first regular meeting of the Educational Association of Santa Barbara for the year 1900–1901 was held at the High School building, on Sept. 17th.

A detailed report of the work accomplished by the association during the past six months was read by the Secretary, Miss Cora B. Patterson, and the report of the Treasurer, Miss Laura M. Barnes, showed the finances of the association to be in a very satisfactory condition.

The election of officers for the ensuing term resulted as follows: Supt. Wm. A. Wilson, President; Prof. J. A. Guttery, Vice-President; Miss Camille M. Levy, Secretary; Miss Laura M. Barnes, Treasurer.

Many good suggestions as to the work which should engage the attention of the association during the coming year were made by different members, and after considerable discussion it was decided to take up first the subject of schoolroom decoration. A committee of five was appointed to arrange for a meeting in October, at which this subject is to be thoroughly discussed, and the committee was empowered to negotiate with the Helman-Taylor Company concerning an exhibition of pictures to be furnished by them, the proceeds of which exhibition are to be devoted to purchasing pictures for the various schoolrooms.

The sum of ten dollars was appropriated from the funds of the association to be invested in subscriptions to magazines for the use of the association, and the committee to whose charge this matter was entrusted was directed to subscribe for the WESTERN JOURNAL OF EDUCATION and such other periodicals as they might consider useful in promoting the purposes of the association. These periodicals are to be kept in the Art Room of the Manual Training Building, where they are accessible to all members.

CAMILLE LEVY, Secretary.

Institutes.

Dan. H. White, of Solana County, called his institute to meet at Benicia, Sept. 24th-28th. The instructors were Prof. Cubberley, Prof. Gayley, Dr. Burk, Harr Wagner, Mrs. Goodel and others. The special features of the institute was the life, vim, ' go " that Supt. White infused into all of the sessions. The evening sessions were especially fine. On Monday evening the citizens of Benicia presented William Dean Howell's farce " In a Sleeping Car." The subjects of music and drawing were given considerable consideration.

Supt. A. M. Phalin, of Contra Costa County, called his institute at Martinez, September 26th to 28th. D. R. Angsburg, Henry M. Bland, Prof. Cubberley, Miss Agnes Stowell, and Miss Smythe were among the instructors. The institute was a success. Drawing and composition work, English and correlations received the principal attention. Supt. Phalin is to be congratulated on having an excellent body of teachers, who take an active interest in discussions and always make a lively institute.

EDITOR WESTERN JOURNAL:—I wish to enter a protest against the free distribution of text-books to pupils as advised at the recent meeting of county superintendents. I suppose it should be the proper thing to advocate it as it has been to be an ardent supporter of the present state book system.

We already furnish too much free material to our pupils — pencils, pens, ink, blank books, paper, etc. This has led to a woeful waste on the part of pupils and a negligence on the part of parents in seeing that pupils properly care for their supplies.

Free text books will increase this carelessness, for parents will not worry because John can secure a new book when the old is lost or torn.

The system, to my mind, will cause much trouble to all concerned, and especially to the teacher who will be the distributing agent. Suppose this term we have a class of six in the fourth reader for whom we buy new books. Next term a new class of ten enters, and we purchase four new books To whom shall we give the new books? Johnny B's mother will be angry if her son is given an old book while Mrs A's Tommy receives a new one. Johnny in a few days will manage to lose his book, drop it into a well, tear out 25 or more pages (by accident or by the baby), and thus he secures a new book. Or Mrs. A. will refuse to allow her Mary to use the dirty (?) germ-soaked grammar used by filthy (?) girl last year.

I fail to see any feature to commend the proposition, for surely parents can afford the few dollars for books as well as for shoes and other school necessities. If free books, why not free caps, overshoes, etc ?

I think the plan will be a pernicious one and thus wish to express my opinion.

J. D. SWEENEY,
Tehama, Cal.

Closing Out School Supplies.

We have decided to sell at cost our present edition of Superintendent Speer's Chart on the Speer Method, as we desire to give all our time and attention to the subscription business and to the correspondence school for teachers. The price is $4.00, with stand, f. o. b., Chicago.

We also publish the Striker Primary Reading Chart. Circulars sent on application.

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University Extension Work.

During the season of 1900-1901 the University of California will give a series of lectures in San Francisco. Among the notable lectures are the following:

ENGLISH.—Four lectures by Associate Professor Syle; Tuesday afternoons at 4 o'clock, beginning October 30th, at the Mark Hopkins Institute of Art. Subject, The Modern Drama in Norway, France, England, and the United States. The titles of the lectures are as follows:

1. Ibsen.
2. Rostand.
3. Pinero.
4. Augustus Thomas.

PHILOSOPHY.—Ten lectures by Associate Professor Bakewell; Saturday mornings at 10:30 o'clock, beginning September 22nd, at the Mark Hopkins Institute of Art. Subject, The Eighteenth Century Philosophers. The titles of the lectures are as follows:

1. The Background of Eighteenth Century Philosophy.
2. Voltaire.
3. The English Inheritance.
4. Condillac; Sensational Psychology.
5. Diderot and the Encyclopaedia.
6. Helvetius; the Ethics of Enlightenment.
7. Holbach and La Mettrie; Materialism.
8. Rousseau and the Emotional Explosion; Romantic Optimism.
9. The Reactionists.

10. Summary of Results. Philosophical Evaluation of the "Enlightenment."

PEDAGOGY.—Four lectures by Professor Brown; alternate Wednesday afternoons at 4 o'clock, beginning October 10th, at the State Normal School Building. Subject, The Method of Instruction. The titles of the lectures are as follows:

1. Instruction as a Social Process.
2. Instruction and the Training to Do.
3. Imitation and the Organization of Knowledge.
4. The Art of Teaching.

JAPANESE.—A class in the Japanese language, conducted by Yoshisaburo Kuno, M. S., Assistant in Japanese at the University of California, will meet on Tuesday and Thursday evenings, at 8 o'clock, beginning September 18th, at the Mark Hopkins Institute of Art.

CHINESE.—A class in Cantonese, to be conducted by Walter N. Fong, A.B., Assistant in Chinese at the University of California, is in process of organization. For particulars address the Secretary for University Extension.

LECTURES ON CHINA.—Professor John Fryer will give a course of lectures on The Chinese Problem some time during the winter. The exact dates will be announced later.

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Animal Colonies.

ARTHUR W. GREELEY,
Instructor in Biology, San Diego State Normal School.

Hermits are not very common nowadays. Now and then we find an exceptional being who prefers to live away by himself, but the great majority of us not only enjoy, but are absolutely dependent on the society of our fellow-men. Even if our preferences should lead us away from the crowd, we have come to be such helpless beings in these degenerate days, that our very existence hinges upon the frequent visits of the grocer, the butcher, the doctor, and many others. We have fallen far below the independence of our sturdy ancestors who could supply all their simple needs from nature's bounties, with no other help than their own ingenuity.

We all live in colonies great or small, and each member of the colony ministers something to the general good. Of course, there are idlers who are really parasites on the industry of all, but then, we have come to accept them as a matter of course.

Perhaps not for the same reasons, but it is at least true, that this colonizing spirit manifests itself in all animals and plants. Very few of them are hermits, but they, too, like society, and have come to be dependent on their neighbors in more ways than one. The naturalist, as he roams about, is struck by these natural colonies, not founded by some enterprising government to people a new land, but formed by mutual agreement, wherever there are a great many animals and plants living under the same surroundings. The different members of the colony may have very dissimilar tastes, and, perhaps, the mutual agreement may not be very apparent, but they live together whether they will or not. "In union there is strength," as has been said over and over, and no one appreciates the truth of this saying more than many of our humble animals, who would soon perish if it were not for the protection of some neighbor. The neighbor does not knowingly extend his protection, but he is an unconscious benefactor, nevertheless, and he in turn seeks the shelter of some other protector equally ignorant of his guardianship.

All animals, especially the smaller ones, are hunted down by innumerable enemies. If each one had to shift for himself, he would have a small chance of winning in the struggle for life. But the protection that comes when

many of these weak little chaps form a colony, imitate each other in color and all, perhaps crawl under the wing of some big, powerful animal or plant, is often just enough to save them from ruin. All animals and plants living under the same conditions form such a colony. Some may be huge, others small; some high and intelligent, others low and insignificant, but no matter what a curious, mixed-up collection they may be, they all live together in peaceful contentment, and fill to the uttermost the strip of land, or water, they inhabit.

Almost every place on the sea or land, however barren, has been made to support hosts of living things, that utilize every particle of livable element, and all these taken together can be called a colony, which means simply, that each is not an isolated hermit, but has many things in common with his fellow-colonists.

Among men the relationships of blood are not always very apparent, because families have come to be widely scattered, but among animals this family kinship is vastly harder to trace, because the family traits are so completely hidden under numberless variations, and individual peculiarities that have come about from a change of form and habits. So it happens, that the relationship between animals that simply happen to live together, even tho they may represent widely separate families, is much more striking and should not be overlooked by the young naturalist. He should ever be on the lookout for the many little ties that bind animals and plants to each other, such as mimicry of form and color, the sharing of the food supply, the growth of smaller forms upon larger ones. If he does this the face of nature will have a new meaning to him. Where before he saw merely a mass of animals living in apparent confusion, he now sees one of nature's social institutions,— every member with a definite place to fill. He will have a splendid clue for the unraveling of her mysteries.

You do not have to go far afield to find one of nature's colonies. They can be found everywhere, and there are colonies within colonies. Some of them are so large as to embrace a whole prairie, a mountain range, or a lake, and others, complete and thriving, can be found under almost any bush or log.

Some of the most remarkable colonies are to be found along the coast where the abundance of animals and plants living together is something wonderful, and I want to describe briefly a few of the colonies to be found in San Diego Bay. Here every condition is favorable, and we might say that these marine creatures grow very intensely — an enormous variety thrive in an extremely limited place. On land the conditions change — it may be hot or cold, there may be much or little rain, and likewise, much or little food, but the grand old ocean is never variable, to his tenants at least. He houses and feeds them from year to year with unrestrained liberality, and they show their appreciation by colonizing every available part of him with a multitudinous variety of colonists, both great and small.

San Diego Bay has rocky shores, sand-flats, wharves put in for the shipping, and deep channels filled with fresh sea water twice every day, and

every one of these various locations has its peculiar colonists, making the most of every drop of water, and foot of shore or bottom.

Perhaps the most interesting of all is the tide pool colony, that covers the rocks, with a good protection of water at high tide, but when the tide is out its home is laid bare to all who would see its beauties. Here the rocks are hung with a wonderful tapestry of seaweed,— red, brown, and green,—that is nowhere so gorgeous as along our Southern California coast. There is every variety, from slender, little, red threads of plants that only the microscope will reveal, to huge brown kelp plants, floating out from the rocks for hundreds of feet. These great kelps are the homes of innumerable animals. Crabs, big and little, of the correct kelp brown, crawl among their thick leaves, ready to devour, I blush to say, any of the weaker colonists within reach ; little shellfish cling tight to the leaves, together with little clusters of curious marine worms, the Bryozoans, that do not look very wormlike, but live on branching stems or flat encrusting plates like make-believe corals. There are other marine worms, too, that live in coiled tubes, so small that they look like tiny white dots over the leaves of the kelp, and little branching animals that live in clusters on stems. These are the Hydroids, they look, for all the world, like miniature flowers. All these find ample protection among the leaves of the big seaweeds, that float them out in the fine, clear sea water, that is just swarming with microscopic animals and plants for food. The sides of our tide pools are so completely covered with a multitude of animals, that the very rocks almost seem to be growing. High up, where they bask in the sunshine all day, except at high tide, are the barnacles and mussels, glued so securely that they seem a part of the rock, and protect it from the wear and tear of the waves by way of rental. A little lower down are the sea anemones, soft and delicate, by the side of the barnacles, but of such tenacity that they rejoice in the roughest breakers. Then down where the water always covers them, we find a variegated assemblage of all sorts and conditions of rock lovers. Big five rayed starfish plant themselves unconcernedly on any sort of resting place they can find, and devour in barbarous style, any of their neighbors they can get hold of. Worm tubes, of a dozen varieties of coil and composition, cling fast to the rocks. They look as dead as mineral at times, but wait until all is quiet, and you will see the most beautiful, many colored tentacles appear at the free ends and sweep the water in search of food,— gay reminders that there is life within. And the pools are lined with sponges, little oval ones already for some pygmy's bath, and thin, encrusting ones that cover large portions of the rocks. Sea squirts, ready to prove their name whenever touched; shellfish, big and little, and others of the same group without a shell; the big, burly sea hares, and last but not least, the nudibranchs, that add a touch of delicate finery to the pools with their exquisitely tinted tentacles carried just for show. All are found in this curious family of a common home. All its members are either attached directly to the rocks, or move about only with difficulty, and hence are very dependent on their surroundings. The seaweeds alone harbor a whole colony of weak little fellows on

their broad leaves, any one of which would perish by itself. Then the colonists of the tide-pool surround, cover up, and protect each other in many ways, and the big fellows are sure to have hosts of tiny ones clinging to them, gratefully content with their inconspicuous place in life.

So we could examine all the other locations about the bay. The sand flats are characterized by burrowing animals, that all seek the kindly shelter of the sand. Big clams stay well below, and reach up to the surface by their long siphons, that carry down pure water teeming with invisible food. Big worms, that are as brown and plain as a hose-pipe when you pull them out, but wait until you watch them undisturbed in the water. They protrude from their burrows in beautiful circles of tentacles, some white, others many colored, but the moment you disturb them, away go tentacles, worm and all, into the sand-covered depths below. Sand dollars peep up above the sand, always slanting just so that the waves can pass over them and never wash them out. Their cousins, the blunt-rayed, red starfish and big sea cucumbers, scatter themselves over the surface and add a dash of color here and there to the otherwise monotonously mud-colored surroundings. It always seems to be afternoon in this colony; and the colonists always seem to be asleep. You would never suspect their existence if you didn't prowl around under the surface. Even the stingrays,—those harmless looking skates with the poisoned tail,— sleep most of the time half-buried in the sand, but step too near them, and the sand suddenly seems to come to life, and it keeps you hopping about to avoid the dreaded sting.

Then on the piles of the wharves we find another clinging colony, very similar to the one in the tide-pools. But it includes the vicious little toredo that fairly revels in the wood until the piles are all gone, and the old wharf tumbles down on his ungrateflul head. Sponges, sea squirts, and hydroids festoon the old piles with a many-colored drapery, and form splendid retreats for crabs, worms and starfish.

In cantrast to all these clinging fellows. are the colonists of the open channels--little chaps, most of them so small that a drop of water is a whole world to them. Naturally we must have a microscope to reveal their wonders, and one who has never thought of a drop of sea water as worth studying by itself, has lost one of the greatest lessons in the world. It gives you a new conception of things to see hosts of real, live animals moving about unconcernedly in as much sea water as you can pick up on the end of a lead pencil. But there they are in endless variety. Many of them are the young, free-swimming stage of the animals we have described in the other colonies, but many of them end their days, all in a drop of water. Most fish, and other larger, free-swimming animals are not true colonists. Many of them imitate beautifully the colors of the rocks and seaweeds. But they live an independent, roving life that takes them far out to sea, while our true colonists are made of the same stuff as our Anglo-Saxon forefathers, who made homes and stayed by them. Above all, they love their homes, for to stray away, would be death.

Manual Training in San Francisco Public Schools.

By CREE T. WORK.*

By introducing manual training into the grammar grades San Francisco has taken a step in educational matters commensurate with her progressive spirit. The adoption of this feature of school work is not merely to provide for the hand and eye training of boys, that they may be the better fitted for earning their living by skilled labor. It includes more than that. The endorsement of the manual training movement by the leading educators of the present day is in recognition of the interdependent relation existing between the physical, intellectual and moral powers of the child; of sense-training as the basis of the development of the powers; and of the present realities of industrial and social life as among the mightiest forces in promoting and shaping this development.

The late General Francis Walker, in cautioning against a too narrow view of manual training, once said: "Manual training is not so much to teach boys how to make a living as to teach them how to live." It is this larger comprehension of manual training that warrants its introduction into every district where pent-up child-life is seeking the opportunity of expressing itself; into every school, where the life interests of the children should be one of the strongest stimulants to action; into the life of every normal child, whose intellect flows with his blood, vibrates with his nerves and moves with his muscles.

The general nature of the work being done in the San Francisco schools is indicated by the following outline taken from the course of study for 1900:

SEVENTH GRADE.

Models.—A series of models in soft wood to be worked out by the classes. Other materials, as nails, glue, wire, cardboard, cane, etc., will be introduced as occasion may demand. All regular material is provided by the school, the pupils to own their products, except in special cases where the teacher wishes to reserve them. That the work may be real to the pupil, the models will consist of such objects as appeal to his interest and provide a wholesome motive.

Tools.—Rule, square, rip saw, back saw, turning-saw, jack plane, block plane, knife, chisel, auger, hammer, and other fundamental wood-working tools will be used. Proper care of the tools will be emphasized, with instruction in whetting the simplest edged tools.

Instruction.—Class instruction will be an essential feature of the work.

---

*Mr. Cree T. Work, Supervisor, State Normal School, Indiana, Pa.; Sloyd Training School, Boston; Teachers' College, Columbia University; six years teacher in ungraded, graded and high schools; two years Superintendent of City Schools, Du Bois, Pa.; eight years Director Psychomanual Department, State Normal School of Colorado.

This will be supplemented by such individual instruction as conditions may require. An important aim of the teacher will be to inspire self-help in the pupil.

OTHER FEATURES.—The production and the use of working drawings will be taught as supplemental to the mechanical drawing in the regular drawing course, in cases where necessity may require it. Working sketches prominent. Original work will be encouraged. Invention and modification of models permitted, subject to the approval of the teacher. Spontaneous effort on the part of the pupil is both a compliment and an opportunity for the teacher.

Apparatus, devices, etc., that are useful to the pupil in other departments of the school may be included in the list of models, thus affording closer correlation of the manual work with other parts of the curriculum.

Observation of manual occupations and mechanical devices to be encouraged. Short talks will be given about sources and preparations of various materials used. Stories of industry and invention will form an interesting part of the course. Pupils and teachers will make collection of pictures and samples illustrative of facts, materials, and processes related to the work.

Correlation of the work with other subjects must be borne in mind. Manual training affords many opportunities for emphasizing and applying facts and principles in drawing, arithmetic, geometry, botany, physics, geography, etc.

EIGHTH GRADE.

MODELS.—A series of models will be worked out, involving different kinds of wood, nails, glue, wire, and such other materials as may seem appropriate.

TOOLS.—In addition to the tools used in the seventh grade, the smoothing-plane, simple carving-tools, screw-driver, miter box, etc., will be introduced. Thirty or more different tools may be used by the pupils in the work of this grade. The use of the grindstone may be taught here.

INSTRUCTION.—Both class and individual methods of instruction will be used, according to the size of the class and the discretion of the teacher.

OTHER FEATURES.—The work will be similar to that of the seventh grade, but more extended, including familiarity with practical mechanical terms, devices, etc.

Encouragement will be given in making home collection of tools, and in keeping notes and clippings pertaining to invention and mechanical and industrial progress.

A visit to the Polytechnic High School, and, if practicable, to a few centers of industry which are illustrative of a variety of skilled labor, will form part of the observation work.

Teachers will keep in mind a constant recognition of Colonel Parker's doctrine, that "Helplessness is the product of too much help." In this connection, pure dictation and imitation are to be minimized, and investigation and originality encourged.

Correlation in this grade may be especially promoted by the regular teacher in the history class. Such topics as life, travel, invention, and in-

dustry, transportation, economic development, etc., afford many opportunities for the teacher to co-operate with the manual training instructor in emphasizing the important and honorable position of intelligent hand-labor among the forces that make nations and give them their power. In many ways it is possible for the regular teacher to contribute toward the interest and success of manual training, while at the same time broadening and strengthening her own work. Likewise the efforts of the manual training teacher should supplement much of the work in other departments of the school.

The following corps of teachers are in charge of the instruction: Mr. Everett E. Goodell, Comers Commercial College; Massachusetts Institute of Technology; Normal School, Castine, Maine; one year instructor in Mechanical Department of State Reform School, Portland, Maine; two years instructor in Manual Training in Austin, Texas, High School.

Mr. Archie L. Read, Throop Polytechnic Institute, Pasadena, including the Normal Sloyd Course and courses in wood and iron working.

Mr. Chas H. Thorpe, State Normal School, Los Angeles, including special course in manual training, one year in the Whittter, Cal., public schools.

Mr. M. Doyle, practical experience, including clay modeling and carving in wood and ivory; two years instructor in Manual Training in the Lincoln and Irving Scott Schools, San Francisco.

Mr. B. F. Simcoe, State Normal School, Missouri; Bryant and Stratton Business College; Throop Polytechnic Institute, Pasadena, Cal., including courses in Sloyd, Carving, Clay Modeling and Drawing; ten years as teacher in graded schools, including principalship; five years as teacher of Sloyd and Supervisor of Manual Training, San Diego, Cal.

There are about 1900 boys taking the work, those of the seventh grade receiving one lesson of one hour and a half each week, the eighth grade boys having two hours. The equipment provided for the work, while not elaborate, is of good quality. Seven schoolrooms, centrally located with respect to as many groups of grammar schools, are fitted out with benches, tools and other appliances, as follows:

One of the laboratories contains 20 individual work benches, two of them 25 each, two 26 each, and two 28 each. Each bench has the following tools: jack plane, block plane, spoke shave, sloyd knife, seven-eight inch chisel, back saw, two-foot rule, six-inch try square, marking guage, bench hook, sandpaper block. drawing board with T-square rule and triangles, drawing clip, and a whisk broom. Each room contains a good cedar case for general tools in which are kept crosscut saws, ripsaws, turning saws, special planes, hammers, braces, bits, carving tools, chisels, guages, flat, round and half-round files, whetstones, hand screws, clamps, awls, nail sets, reamers, countre-sinks, mallets, mitre box and saw, etc. On shelves in the lower part of the case are kept glue, nails, hooks, screws, sandpaper, and other miscellaneous materials. There are also in each room several cases of lockers for pupils' unfinished work. In the lobby adjoining the room is a case for finished work, racks for lumber, a good bicycle grindstone, etc. On

the racks are to be found various kinds of lumber, as pine, poplar, redwood, maple, sycamore, Spanish cedar, white cedar and hickory.

In short, the entire equipment is just such as fits the average boy's mechanical proclivities, and such as is calculated to inspire in him a high degree of intellectual effort in properly caring for and using the outfit. When in full operation each laboratory is a veritable hive of industry where the brain, the hand and the eye are being trained in unison, where problems of the school are being concretely demonstrated, where many of the experiences of practical living are being anticipated.

Notes on the Schools of England.

My Dear Journal:—As the schools were having their summer vacation in Scotland, little was to be learned that was worth while. But in England it was different. It is hardly conceivable that certain conditions could exist. For example: It is common not to have any backs to the settees or benches, which are twelve to fourteen feet long; but there is a narrow strip in front for the children to rest their elbows and place their books. To get into these seats, the child must put his feet over the bench and under the resting-board. On asking one teacher if the children did not get very tired sitting so long with nothing to rest their backs, and if spinal curvature were not probable, he replied with a practical question, "But how would they get into the seats if they had backs?" He had never dreamed of making them short enough to get in at the ends. This getting in and out movement is amusing when done in unison at the tap of the bell, but rather unbecoming the girls in their 'teens. I found these same kind of desks at King's College, London. When I suggested to the official the desirability of backs, with perfect freedom from playfulness, he said, "Why, the boys would go to sleep during the lectures!" Nowhere, in schools or churches, have I found any consideration for special comfort in the seating matter. From St. Giles at Edinburg, by way of Durham and York to Westminster, where there are not little split bottom chairs, there are absolutely straight backs, with narrow seats, and no cushioning for the worshiper. It was not different in France. I can't conceive how students can sit on some of the painfully straight and bad benches at Oxford for two or three lectures per day. Possibly it is the drill in such discomforts and not the Greek and Latin that has made such institutions so productive of persistent workers.

In one rural school I had a very pleasing surprise, and all the more because of its unintentional but happy filling. The teacher, an Oxford graduate, kept plying me with questions about America, to which good land he hoped to come. The school wagged on noisily, as they will when the teacher is neglectful. So I urged him to have a recitation. He called the class forward and asked them what their recitation was about today, to which they replied, "Barbara Fritchie." Then they, in concert, sailed into that splendid American poem, born out of the heat of war, and with its Vir-

ginia background, and did it well. It seemed opportune then to tell them a few words of the old Maryland town, the rich-lifed "Stonewall" Jackson, and that my home town was his birth place. I should say that the drill work in uniform action was well done in the English schools. Another example: Before a school was dismissed at noon, the children, with mechanical accuracy, put their hands together in attitude of prayer, and gave an invocation so quick, short and understandable, that it would take a reaction instrument to find the lagging one. And then, without a word of caution, the boys filed past me, each one touching his forehead in salute, and the girls likewise making that funny little perpendicular genuflection, whose name I forget. But the mannerliness of the action of every student was highly pleasing. The children were of the coal mining district. When the last one was past me, the teacher asked me to stop with him for lunch, and when I thanked him, and was about to ask the exact wording of the grace the children had given — for I wanted to know what sort of prayer was allowable in a public school — when he insisted that I have a glass of beer with him. I had not gone far enough into Europe to see how thoroly religion and beer are mixed, so in my surprise forgot the "grace." He had been teaching there thirteen years, had a nice home, and said he could remain as long as he desired. Though his salary was small — it had been reduced much, he regretted, by the death of his wife, who aided him — yet the security of his situation was a large compensation.

These children go to school until they are about thirteen or fourteen, and then there is nothing beyond except they have money enough to go off to some private school. England has no conception of the American principle that a good education is every man's birthright, nor much notion of the value to the state of an intelligent citizenship. Their aristocracy extends decidedly to education. Oxford is largely a case of arrested development. It has a pile of old buildings, venerable enough, and suited to the demands of a period in which the lawyer, the preacher and the gentleman were the only learned, and needed certain studies of a humanitarian sort; but to think today of over twenty colleges, with full faculties, making one the two universities of England, all teaching the same thing, and that the same that was taught four centuries ago! There are very few exceptions to this. London University does not teach anything, and a degree obtained from it does not signify that you have learned anything there. It is a body of men who examine people and give them degrees. As in Scotland, no consideration is given for any class work. At Oxford a fine new building, with splendid hall and staircase, is just finished, for examination purposes only. The degree A.B. is given for about three years' work, and A.M. is given for living so long after that — three years, I think. But, after all, it is a very interesting place. The walls of old Baliol College reflected the flames that burned Cranmer, Ridley and Latimer, and a monument is erected to their memory. In the dining halls, which are a kind of Pantheon to each college, are placed the pictures of the great men that have been students there; and it makes an impressive array. But England's greatest literary man has no picture on Oxford's walls, nor grave at Westminster.

C. J. C. Bennett.

Heidelberg, Germany, Sept. 2, 1900.

The Strength of Being Clean.

BY DR. DAVID STARR JORDAN
President of Leland Stanford Junior Univ rsity.

I wish to make a plea for sound and sober life. I wish to base this plea on the fact that to be clean is to be strong; that sinfulness makes for feebleness and vice for decay. If I were to take a text it would be this: "If sinners entice thee, consent thou not!" But I should change this to read: "If *sin* entice thee, consent thou not;" for the enticement which leads to sin comes from our own ill-governed impulses more often than from the persuasions of others

When I was a boy I once had a primer which gave the names of many things which were good and many which were bad. Good things were faith, hope, charity, virtue, integrity and the like, while anger, wrath, selfishness and trickery were rightly put down as bad. But among the good things, the primer placed "adversity." This I could not understand, and I remember to this day how I was puzzled by it. The name "adversity" had a pretty sound, but I found that the meaning was the same as "bad luck." How can bad luck be a good thing?

Now that I have grown older and have watched men's lives and actions for many years, I can see how bad luck is good. It depends on the way in which we take it. If we yield and break down under it, it is not good; but neither are we good. It is not in the luck, but in ourselves, that the badness is. But if we take hold of bad luck bravefully, manfully, we may change it into good luck, and when we do so we make ourselves stronger for the next struggle. It was a fable of the Norsemen, that when a man won a victory over another, the strength of the conquered went over into his veins. This old fancy has its foundation in fact. Whoever has conquered fortune has luck on his side for the rest of his life.

So adversity is good, if only we know how to take it. Shall we shrink under it, or shall we react against it? Shall we yield, or shall we conquer? To react against adversity is to make fortune our servant. Its strength goes over to us. To yield is to make us fortune's slave. Our strength is turned against us in the pressure of circumstances. A familiar illustration of what I mean by reaction is this: Why do men stand upright? It is because the earth pulls them down. If a man yields to its attraction he soon finds himself prone on the ground. In this attitude he is helpless. He can do nothing there, so he reacts against the force of gravitation. He stands upon his feet, and the more powerful the force may be, the more necessary it is that the active man should resist it. When the need for activity ceases, man no longer stands erect. He yields to the force he has resisted. When he is asleep the force of gravitation has its own way so far as his posture is concerned. But activity and life demand reaction, and it is only through resistance that man can conquer adversity.

In like fashion temptation has its part to play in the development of character. The strength of life is increased by the conquest of temptation.

We may call no man virtuous till he has won such a victory. It is not the absence of temptation, but the reaction from it, that ensures the persistence of virtue. If sin entice thee, consent thou not, and after a while its allurements will cease to attract.

In a recent journal, Mr. W. C. Morrow tells the story of a clergyman and a vagabond. They met by chance on the street and each was tempted by the other. The young clergyman, fresh from the seminary, in black broadcloth and white necktie, seemed to the vagabond so fresh, so innocent, so pure that he revolted against his past life, his vulgar surroundings, his squalid future. The inspiration of this unspoiled example gave him strength to resist. For the moment, at least, he threw off the chains which years of weakness had fastened upon him.

The minister, on the other hand, found an equal fascination in sin. All the yearning curiosity of his suppressed impulses cried out for the freedom of the vagabond. The untasted fruit, so long forbidden, seemed to call to him. He longed for the unknown joys of life, and for the moment in these untasted joys he seemed to fancy life's realities. He had never known temptation before, and hence he had never resisted it. In his first acquaintance with it, its cheap meanness was not revealed.

As it chanced, so the story goes, when next the pair met, the vagabond and the minister, the two had exchanged places. From a curbstone pulpit the vagabond was talking to his fellow sinners from the fullness of his heart. As one who would turn to better things, he urged them to forsake sin and to throw themselves into the arms of Him who has for so many centuries been the symbol of purity and light. And as he went on with his harangue, two policemen came up leading away the other, flushed of face, disheveled of garment and unsteady of step, his tongue uttering words of foulness and profanity. The pleasures of sin were over and the minister was on his way to the city jail, in the weakness and disgrace that comes from unresisted temptation.

Perhaps this is not a true story, and very likely the incident happened only in the fancy of the writer. But something of that sort takes place every day. It is only the strength of past resistance that saves us from sin. We must know it and fight it if we would not have it take us unawares.

In the barber shop of a Washington hotel, this inscription is written on the mirror: "There is no pleasure in life equal to that of the conquest of a vicious habit." This the barber keeps before his eyes every day, that its truth may give him strength in his struggle against self-indulgence. Along this line, to him at least, is the road to true happiness.

In every walk in life, strength comes from effort. It is the habit of self-denial which gives the advantage to men we call self-made. A self-made man, if he is made at all, has already won the battle of life. He is often very poorly put together. His education is incomplete; his manners may be uncouth. His prejudices are often strong. He may worship himself and his own oddities. But if he is successful in life in any way, he has learned to resist. He has learned the value of money, and he has

learned how to refuse to spend it. He has learned the value of time, and how to convert it into money, and he has learned to resist all temptations to throw either money or time away. He has learned to say *no*. To say *no* at the right time, and then to stand by it, is the first element of success.

I heard once of a university (it may be in Tartary, or it may be in Dreamland) where the students were placed in a row, and each one knocked down every morning, to teach him self-control. By this means he was made slow to anger. To resist wrath helps one to resist other impulses. There is a great value in the habit of self-restraint, even when self gratification is harmless in itself. Some day self-denial will be systematically taught to children. It ought to be part of the training of men, not through statutes and regulations, but through the growth of severer habits. Whenever we say *no* to ourselves, we gain strength to say *no*, if need be, to others.

The Puritans were strong in their day, and their strength has been the backbone of our republic. Their power lay not in the narrowness of their creed, but in the severity of their practices. Much that they condemned was innocent in itself. Some things which they permitted were injurious. But they were ready to resist whatever they thought was wrong. In this resistance they found strength, and they found happiness, too, and somewhat of this strength and this happiness has fallen to our inheritance.

We may wander far from the creeds of our fathers; we may adopt far different clothing, and far other customs and practices. But if we would have the Puritan's strength, we must hold the Puritan's hatred of evil. Our course of life must be as narrow as his; for the way that leads to power in life must ever be straight and stony. It is still true and will be true forever that the broad roads and flowery paths lead to weakness and misery, not to happiness and strength. There is no real happiness that does not involve self-denial.

In general, the sinner is not the man who sets out in life to be wicked. It is the man who cannot resist temptation. It is the man who cannot say "no." For sin to become wickedness is a matter of slow transition. One virtue after another is yielded up as vice calls for its sacrifice. In Kipling's fable of Parenness, the slave of vice is asked to surrender, one after another, his trust in man, his faith in woman, and the hopes and conscience of his boyhood. In exchange for all this the demon left him just a little crust of dry bread. That is all the demon had to give. If he is to be the slave of sin, there will be nothing else left for him at the last.

It is because decay goes on step by step that bad men are not all bad, as good men are not wholly good. In the stories of Bret Harte, the gamblers and sots are capable of pure impulses and of noble self-devotion. The pathos of Dickens rests largely on the same kindly fact. It is indeed a fact, and those who would save such people should keep it constantly in mind.

I number among my friends, if he be living yet, which I doubt, an old miner, who has had a hard, wild life. He was a victim of drink and the hysterical Keeley cure did not save him from delirium tremens. He walked from Los Gatos to Palo Alto for such help as might be found there. As he

sat waiting in my house, a little child who had never known sin, came into the room and fearlessly offered him his hand. This a grown man would not do without shrinking, but the child had not learned to be a respector of persons. The scarred face lightened; the visions of demons vanished for a moment, and the poor man repeated almost to himself these words of Dickens:

"I know now how Jesus likened the kingdom of God to a child."

It is not usually the great temptations but the small ones that destroy. Most vice comes through corrosion. Corrosion is the constant pressure of petty temptations, each one easily resisted if it stood alone, but the culmulative force being beyond the strength of those not already trained in habits of self-denial. "Evil communications corrupt good manners." However unlovely they may be at first, yet if they are constantly with us, it is the way of human nature to "first endure, then pity, then embrace."

We may divide sin into two classes: Evil to others and evil to ourselves. Evil to others is wickedness or crime. Relatively speaking, there is not so much pure wickedness in the world. All men have hidden tendencies to greed and trickery and selfishness and cruelty. But these for the most part remain hidden except as the weakness of vice lets them forth. There are great criminals who have no vices, as monsters of every sort, headless and heartless, one time or another are born. But the greater part of what we call crime is the work of weaklings, men or women who have lost the strength to resist evil, and who yield to the temptations to harm others as they do to the temptations to harm themselves. The habit of drink, for example, does not cause theft and murder. It makes its slave too weak to resist even small temptations, and small temptations may lead one into great crimes.

It is of evil toward one's self that I wish chiefly to speak of today, not of hereditary vice, nor the sins that grow out of oppression—these may serve for some other time—but of the crimes to one's self that grow out of our social relations. Evil to one's self is the yielding to one' sown temptations — to great temptations or to small; this last I have called corrosion. The primal motive of most forms of sin is to make a short cut to happiness. The reason why we yield to temptation is that it promises pleasure without the effort of earning it. This promise is one that has never been fulfilled in all the history of all the ages, and it is time that men were coming to realize that fact.

Happiness never came to stay unless it was earned. There are momentary pleasures which are not earned by effort. They are not happiness. They are deceptions or delusions, and like other illusions they soon pass away. We know them to be false pleasures, because their final legacy is pain. They "leave a dark brown taste in the month." Their recollection is "different in the morning." Such "pleasures are like poppies spread; you seize the flower, its bloom is shed," as Robert Burns, who had tried many of them, truthfully tells us. But true happiness is permanent. The

mind is at rest with itself, and it feels the full joy of living. Happiness is a positive thing. It comes with action. In doing, striving, fighting, helping, loving, happiness is the encouragement to effort. Even loving without helping cannot bring happiness. Said Christ to Simon Peter, "If thou lovest me, feed my lambs." Whatever feeling is worthy and real will express itself in action, and the glow that surrounds worthy action we call happiness. Happiness is the joy of living, and the joy is felt in proportion to the real "abundance of life." The short cuts to happiness which temptation commonly offers to you and to me may be roughly classified as follows:

1. Idleness.—This is the attempt to secure the pleasures of rest without the effort which justifies rest and makes it welcome. When a man shuns effort he is in no position to resist. So, through all ages, idleness has been known as the parent of all vices. "Life drives him hard" who has nothing in the world to do. The dry rot of existence, the vague self-disgust known to the wealthy as *ennui* and to the poor man as plain misery, is the result of idleness pure and simple. Through the open door of idleness all other temptations enter.

2. Gambling.—In all its forms, gambling is the desire to get something for nothing. It is said that "money is the root of all evil." But this is not true. The desire to get money without earning it is the root of all evil. It is the search for unearned happiness through unearned power. To get something for nothing, in whatever way, demoralizes all effort. The man who gets a windfall, spends his days thereafter watching the wind. The man who wins in a lottery, spends all his gains in more lottery tickets. The whole motive for gambling, betting and of all other forms of stakes and hazards, is to get something for nothing. To win is to lose, for the winner's integrity is in jeopardy. To lose is to lose, for the loser gets nothing for something. He has thrown good money after bad, and that too is demoralizing.

I can see that a professional gambler who has averaged all these matters and adjusted his philosophy to them, might be in his way an honest man and a kindly man. I do not personally know any such, and have found him only in the pages of Bret Harte. But whatever charity I might feel for Jack Hamlin or John Oakhurst as I meet them in literature, I cannot extend much sympathy to their victims.

The same motive lies behind stealing as behind gambling. The difference lies in our statutes and in our social prejudices.

3. Licentiousness.—There is an ever-present temptation to secure the pleasures of love without love's duties and love's responsibilities.

In whatever form this temptation arises, it must be met and fought to the death by the man who values honor or character or happiness. Open vice brings with a certainty disease and degredation and ruin. Secret vice comes to the same end, but all the more surely, because the sin and folly of lying are added to the other agencies of destruction. The man who tries to lead a double life is either a neurotic freak or else the prince of fools. Gen-

erally he is something of both. That society is so severe in its condemnation of such conduct is an expression of the bitterness of its own experience. To you who look forward to useful and honored lives, the temptation of lust must be trodden under foot. Love demands singleness of soul. It is a sturdy plant of vigorous growth, with wondrous hope of flower and fruitage, but will not rise from the ashes of lust.

But it is not alone the gross temptations that must be resisted to the end. There is much that passes under other names that is only veiled licentiousness. The word flirtation covers a multitude of sins. The pure woman, if she knows the truth, will turn from the man who touches her hand in wantonness, as she would turn from a rattlesnake. The real heart and soul of a man is measured by the truth he shows to woman. It may be true as men say, "boys will be boys," but if "boys will be boys" in the bad sense, they will never be men.

4. INTEMPERANCE.—Men try to get the feeling of happiness when happiness does not exist. They destroy their nervous system for the tingling pleasure they feel as its organs are torn apart. There are many drugs which cause this pleasure, and in proportion to the delight they seem to give is the real mischief that they work.

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While all this is true, I do not wish to take an extreme position. I do not care to sit in judgment on the tired woman who finds comfort in a cup of tea, or on the man who finds a bottle of claret or a glass of beer an aid to digestion. A glass of light wine by a trick on the glands of the stomach may spur them to better action. These influences are the white lies of physiology. A cup of coffee may give an apparent strength we greatly need. A good cigar may soothe the nerves. A bottle of cool beer on a hot day be refreshing; a white lie oils the hinges of society,

I make no attack on the use of claret at dinner or beer as medicine. This is a matter of taste, though it is not to my taste. Each of these drugs leaves a scar on the nerves; a small scar, if you please, and we cannot go through the battle of life without many scars of one kind or another. Moderate drinking is not so very bad so long as it stays moderate. It is much like moderate lying—or, to use Beecher's words, like "beefsteak with incidental arsenic." It will weaken your will somewhat, but maybe you are strong enough for that. It was once supposed that intemperance was like gluttony; the excessive use of that which was good. It was not then known that all nerve exciters contain a specific poison, and that in this poison such apparent pleasure as they seem to give must lie.

Use these drugs if you can afford it. There are many worthy gentlemen who use them all in moderation, and who have the strength to abstain from what they call their abuse. You will find among drinkers and smokers some of the best men you know. while *some* of the greatest scoundrels alive are abstemious to the last degree. They *dare* not be otherwise, they need all the strength and cunning they have to use in their business. Wine loosens the tongue and lets fly the secrets of guilt. But whatever others may do or seem to do with impunity, you can not afford to imitate them.

You know less of the world than they do and less of yourselves. You are nearer to temptation, and if you are tempted and fall, it will be harder for you to recover. But whatever you do, let it be of your own free choice. Count all the cost. Take your stand whatever it may be, with open eyes, and hold it without regret. There is nothing more hopeless than the ineffective remorse of a man who drinks and wishes that he didn't. If you don't want to do a thing, then don't do it. The only way to reform is to stop, stop, stop! and go at once to doing something else.

But whatever you may think or do as to table drinking and the like, there is no question as to the evil of perpendicular drinking, or drinking for drink's sake. Men who drink in saloons do so for the most part for the wrench on the nervous system. They drink to forget. They drink to be happy. They drink to be drunk. Sometimes it is a periodical attack of madness. Sometimes it is a chronic thirst. Whichever it is, its indulgence destroys the soundness of life; it destroys accuracy of thought and action. It destroys wisdom and virtue. It destroys faith and hope and love. It brings a train of subjective horrors, which the terrified brain cannot interpret and which we call delirium tremens, the tremendous madness. This is mania, indeed, but every act which injures the faithfulness of the nervous system is a step in this terrible direction.

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"What a world this would be without coffee," said one old pessimist to another as they sat and growled together at an evening reception, "What a world it is with coffee," said the other, for he knew that the only solace coffee could give was that it seemed for the moment to repair the injury its own excessive use had brought.

There was once, I am told, a merchant who came into his office smacking his lips, and said to his clerk, "The world looks very different to the man who has had a good glass of brandy and soda in the morning." "Yes," said the clerk, "and the man looks different to the world too."

First of these comes vulgarity. To be vulgar is to do that which is not the best of its kind. It is to do poor things in poor ways, and to be satisfied with that. Vulgarity weakens the mind and thus brings all other weakness in its train. It is vulgar to wear dirty linen when one is not engaged in dirty work. It is vulgar to like poor music, to read weak books, to feed on sensational newspapers, to trust to patent medicines, to be amused by trashy novels, to enjoy vulgar theatres, to tolerate coarseness and looseness in any of their myriad forms. We find the corrosion of vulgarity everywhere, and its poison enters every home. The bill-boards of our cities are covered with its evidence; our newspapers are redolent with it; our story books reek with it; our schools are tainted by it, and we cannot keep it out of our homes or our churches or our colleges.

A form of vulgarity is profanity. It is the sign of a dull, coarse, unrefined nature. There are times, perhaps, when profanity is picturesque and effective. In Arizona sometimes it is so, and I have seen it so in Wyoming. But not indoors nor in the streets nor under normal conditions. It is then simply an insult to the atmosphere which is vulgarized for the purpose. It

is not that profanity is offensive to God. He may deal with it in his own way. It is offensive to man and destructive to him. It hurts the man who uses it. "What cometh out of a man defileth him," and the man thus defiled extends his corrosion to others. The open door of the saloon makes it a center of corrosion, and the miserable habit of "treating," which we call American, but which exists wherever the tippling house exists, spreads and intensifies it.

Temptation will be in the path of man forever. It is good for him, as adversity is, but vulgar corrosion is like poisoned water. Whatever our relation to it, it can only bring us harm.

"A man ought to be stronger than anything can happen to him." He is the strong man who can say "*No.*" He is the wise man who for all his life can keep mind and soul and body clean.

"I know of no more encouraging fact," says Thoreau, "than the ability of a man to elevate his life by conscious endeavor. It is something to paint a particular picture, or to carve a statue, and so make a few objects beautiful. It is far more glorious to carve and paint the very atmosphere and medium through which we look. This morally we can do."

Extracts From Current Educational Articles.

FORTY MILLIONS OF CHILDREN.

Among the seventy-odd millions in this country of ours there are possibly thirty or forty million children. These are, by promise, a nation within a nation, a power within a power: the great republic of tomorrow, put to school to learn the high art of living from the republic of today.

How and what shall we teach them? Of all our great national questions not one is more momentous.

It is not the government or the schoolteachers who are to do this, it is primarily we, the people. Many of our responsibilities we hand over to a government which sometimes carries out and sometimes ignores our will; but this power to create a new America out of our children we have not delegated; it is exercised by us directly in thousands of homes: we hold to it —to use or abuse as we will.—*Henry S. Pancoast in the September New Lippincott.*

OUR FLABBY-MINDED CHILDREN.

We see parents—possibly we are parents—who bring up children "along the lines of least resistance," and we know what children are. Is it illogical to infer that children taught at school "along the lines of least resistance" are intellectually spoiled children, flabby of mind and will? For any responsible work we want men of character—not men who from childhood up have been personally conducted and have had their education warped to the indolence of their minds. It is necessary to treat people as individuals; but it does them a world of good sometimes to treat a great many of them together, and to let them get used to it as best they may. The first lesson of life, as

Lowell reminds us, is to burn our own smoke ; that is, not to inflict on outsiders our personal sorrows and petty morbidnesses, not to keep thinking of ourselves as "exceptional cases." The sons of our wealthiest citizens may be educated in either of two ways : they may be sent to school, or may be turned over to governesses and private tutors. Any one who has observed them in college knows how much better educated those are who have gone to school—how the very wealth which enables a parent to treat his son as in all ways exceptional, and to give him the most costly and carefully adjusted education which he can devise, defeats its own end.—*Dean Briggs in the October Atlantic.*

HOW TO SAVE SCHOOL CHILDREN.

In the October *Ladies' Home Journal* Edward Bok takes up the cudgel again against the cramming methods inflicted on school children, and urges as a step toward a reform of the abuse "that every parent who has a child at school will send a note to the teacher that, under no circumstances whatever, will the father and mother permit any home-study by the child.

"This may seem to be a very simple thing to do," he contends, "but often the simplest things are the most effective. If the teachers of this country should, within the next month, receive thousands of notes from parents to the effect pointed out, which they could—and I can speak for hundreds of teachers when I say that they would gladly do so—hand to the heads of their schools, it would practically mean a readjustment of the entire system of study. This may be better understood when it is realized that the entire system of study during school hours in many of the schools is so arranged as to allow for some of the work to be done at home. Let this taken-for-granted home study be stopped, and a change would at once have to be made."

SCHOOL STATISTICS.

Hon. W. T. Harris, United States Commisioner of Education, has issued his annual report which contains the following :

"It shows that the grand total of pupils in all schools, elementary, secondary and higher, public and private, for the year ended July, 1, 1899, was 16,738,362, of which the number enrolled in the common schools, elementary and secondary, was 15,138,715. Twenty and one-half per cent of the entire population was enrolled in the public elementary schools and high schools.

"There were 35,458 pupils in attendance in all departments of the college of agriculture and the mechanic arts under the act of Congress approved Aug. 30, 1890, in aid of such institutions.

"Under the supervision of the bureau, twenty-five public schools are maintained in Alaska, with a total enrollment of 1723 pupils. The report reviews the school work in the Philippines, Cuba, Porto Rico and Hawaii. The total attendance in the Manila schools is 5706 on September 30, 1899, against a school population of some 25,000.

"In Cuba, in March, 1900, there were 131 boards of education and 3098

schools in operation with 3500 teachers and 130,000 children enrolled. In 1899 there had been only 200 schools, with an attendance of 4000. The expenditures up to the end of March, 1900, had been $3,500,000, the school fund being taken from the customs receipts, and the estimate for 1900 was $4,000,000.

"In Porto Rico, for the first term of 1899-1900, the school enrollment was 15,400 boys, 8952 girls, total, 24,392; average daily attendance, 20,103; population of the island, 958,779.

"In Hawaii the total number of public and private schools is 169, with a total enrollment of 15,490, including a large proportion of foreigners, each nationality having its own teacher."

AN ORIGINAL GRADUATE.

A Kansas girl graduate who had been given the theme "Beyond the Alps lies Italy," promulgated the following: "I do not care a cent whether Italy lies beyond the Alps or in Missouri. I do not expect to see the river on fire with my future career. I am glad that I have a good, very good education, but I am not going to misuse it by writing poetry and essays about the future woman. It will enable me to correct the grammar of any lover I may have, should he speak of 'dorgs,' in my presence, or say he went 'somewheres,' or 'seen' a man. It will also come handy when I want to figure out how many pounds of soap a woman can get for three dozen eggs at the grocery. So I do not begrudge the time I spent in acquiring it. But my ambitions do not fly so high. I just want to marry a man who can 'lick' any body of his weight in the township, who can run an 80-acre farm and who has no female relatives to come around and try to boss the ranch. I will agree to cook dinners for him that won't send him to an early grave, and lavish upon him a whole lot of wholesome affection, and see that his razor has not been used to cut broom wire when he wants to shave. In view of all this, I do not care if I do get a little rusty on the rule of three and kindred things as the years go by."—*Southern Industrial News.*

THE FAILURE OF OUR SCHOOLS TO TRAIN CHILDREN TO DO ACCURATE WORK.

A teacher in the highest grade of the grammar schools in New York tells us that 50 per cent of the pupils who come to him from the lower grades do not end their sentences with periods or begin them with capitals.

The papers of students taking the entrance examinations to even the best colleges of this country show incredible blunders in spelling, grammar and other elementary branches. The name Cyrus, for instance, was spelled in more than twenty different ways by students competing for entrance to Harvard College in one year.

The manager of an immense business, says a writer in the *Youth's Companion*, declares that it costs his house $25,000 a year to correct errors in invoices and other papers—mistakes due to poor writing and poor English.

If it costs so much to correct the unavoidable blunders of one house, think what the aggregate cost of the blundering and bungling of the business establishments of the country must amount to.

The habit of skimming, of doing things in a careless, superficial manner, is one of the greatest stumbling blocks to success, and it is the habit to which young Americans are especially prone. In the hurry to rush ahead and achieve in one year or two what it has taken others, perhaps with more ability and more power, years and years of patient toil and waiting to accomplish, they commit blunders and fall into errors which retard and perhaps indefinitely postpone their advancement.—*O. S. Marden in September Success.*

THE THREE R'S.

The origin of the oft-quoted expression, the three R's, was contained in a handbill issued by a Mr. James Williams, who kept a shop not far from Lancaster, which read as follows: "James Williams, parish clerk, Saxtone, town crier, and hellman, makes and sells all sorts of haberdasheries, groceries, etc., likewise hair and wigs drest and cut on the shortest notice. N. B.—I keeps an evening school, where I teach at humble rates reading, riting and rithmetic and singing."

POLITICAL ECONOMY AS A STUDY FOR THE HIGH SCHOOL PUPIL.

"The school is primarily an institution not for the citizen, but for the State."

"Does our present system of education meet the demands of the State?"

"Are not the schools omitting a vital duty, that of training the citizen to be able to meet his obligations as a voter, as a part of the great organized public opinion that swerves the nation?"

"Economics not only deserves but of right demands a place in the high school curriculum."

"If the curriculum is crowded let something give way to make room for economics. The State demands for her citizens their full shaping and our boards must listen to her demand. The State has the first right in the matter."—*Extracts from an address by George H. Boke, instructor in jurisprudence of the University of California.*

We know a hundred times more about Europe than Europe knows about us.

It is related that an English gentleman, being shown Bunker Hill monument, and told "*here Warren fell,*" looked up at the monument and asked, "*how far did he fall?*"

A friend tells us that he has met several educated young Englishmen (some of them related to the nobility) who, while they could tell him all about the war in the Crimea, not only had never heard of the battle of Get-

tysburg, but did not even know that we had ever had any war between our Northern and Southern States.

These incidents call to mind the fact that while through Stoddard's illustrated lectures and otherwise, our American people know a great deal about Europe, Europeans know comparatively very little about America, and the suggestion that if some man qualified for the task will do for America in Europe what Stoddard and others have been doing for Europe in America, he will not only reap a golden harvest for himself, but render a great service to his country. Possibly this article, copied into some of the over twenty thousand newspapers and magazines it reaches, may lead to such a result.—*Geo. T. Angell.*

AT THE SEASIDE.

Maud—"What are you reading?"

Pimmie—"'A Man Without a Country.' It's such a painful story!"

Maud (looking drearily up and down the beach)—"*It isn't half as painful as a country without a man.*"—*Chicago Tribune.*

A young lady, who was a little behindhand in her outfit, surprised her parents the other day by asking why she was unlike George Washington. When they gave it up, she told them because she had no little *hat yet.*

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"Is there anything which so molds the future life of a child as the training it receives both in the home and in the school.—CARRIE MAY ASHTON.

Seems to me the club of all other clubs is an ideal Mothers' and Teachers' Club, such as we find in connection with the schools of California and elsewhere. In *Trained Motherhood* for October we read of "The Value of Mothers' Study Clubs" and subjects enumerated as follows:

Nursery games, songs and play for very little folks.

Helpful suggestions for nursery entertainment for older children.

Home training, which includes home duties, home plays and moral training.

The education of parents.

Significance of Thanksgiving time to children.

Christmas preparations at home.

Meaning of Santa Claus to children.

How to cultivate in children the true Christmas spirit of giving.

Children's rights.

The best and most nutritious food for children.

The influence of books and pictures in the home.

Trained fatherhood.
Easter symbols.
Teaching children the judicious use of money.
The mother's greatest need.
Heart insight.
Is comradeship the ideal relationship between parent and child?
Homekeeping *versus* housekeeping.
The duty of our club to other mothers.
Value of stories.
Co-operation of parents and teachers.
The future of the American girl.
Are American children as respectful and obedient as children of other lands?

Where talks and papers are carefully prepared on these subjects, what may we not expect from the homes of these same careful mothers. No matter what your bringing up has been you can be unmeasurably benefited, and you can benefit others. Some good mothers lose sight of this latter fact, and parade the church aisles and their own secluded halls with an air of pride that their own children make correct use of the English language and have the benefit of healthful dress and food. They know all about the proper dress and food for school children, and either do not know or do not care that three-fourths of the human race are going into a state of degeneracy. Can there be a worse state of affairs than this? Who will be the first of many to organize clubs for the discussion of healthy topics? And while you are about it look up the mothers you know to be good and get them interested; form your club with a dozen good mothers and you will soon find that it will grow in numbers and strength until its influence is felt all over the city. The object of the Mothers' Club is to exchange experiences and suggestions, and to listen to talks and papers not only on the subjects as given in *Trained Motherhood*, but a thousand others, such as: Lack of habits of industry; No home work; Non-attendance at school; Social demands of older pupils, parties, etc; Lack of moral example and restraint on the community; Want of home-like homes; Indifference on the part of parents and guardians; Too frequent change of teachers, and the nomadic life of many families; Laxity of parental and municipal control; Lack of enthusiasm on the part of the teachers; Too early self-support and support of others; City life and its artificial environment; Teachers regard their work as temporary, etc., etc. It is not so much study of the child that is needed for a betterment of all things, as the correct training for the individual child at home and school, and here we see the importance, the very great importance, of the "co-operation of the parents and teachers." There is no better way of securing it than by going to the school building at least twice a month, there to meet with other parents and the teachers for, say, one hour's conference,—3 P. M. being the most suitable hour. For directions for forming these clubs address MRS. HERMAN WELISCH, 1410 Webster St., San Francisco.

What Mothers Expect of a "Teacher." "Pedagog" seems a trifle dis-

respectful, besides Joaquin Miller says: "A big man uses little words and a little man big words." In the first place, we expect a great deal; among other things we expect a reply to this, under the head of "What a Teacher Expects of a Mother."

We expect a teacher to be ideal as nearly as the world expects an ideal mother in every household. A mother should not reprove her children in the presence of others; we, therefore, expect a teacher to refrain from scolding, satire, sarcasm, or any biting speech when visitors are present.

We expect the teacher to do away with the dunce row and provide an antedeluvian dunce stool for patrons who find fault in the presence of the pupils, either at home or in school, and for an occasional teacher. The dunce row is barbarous. Children so placed never quite recover from the humiliation. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. We expect a teacher never to feel contempt for a backward or refractory child, much less express it, and to mark how often children who are very dull at first, in time distance the most precocious. A cabbage head of a certain variety planted in June will head in a month, but a much better variety, with larger head three times over, does not head until four months.

We expect a teacher to refrain from calling a pupil a liar and sneak; think of a mother doing this.

We expect a teacher to read the school journal and when a pronouncing test is given of words, such as apricot, canine, bouquet, etc., we expect her to get the dictionary and mark them and know them ever after.

Errors in speech on the ground or in the schoolroom should be ground out. It is pretty hard, yes, when a pupil has been saying "aint" and "taint" all the vacation months, but we expect it.

We expect a teacher to be always at her best, her dress tidy, her nails in trim, her manner pleasant.

Think of a teacher being in the schoolroom for ten years without having missed a day. This may not be possible for all, but all may know the common sense plan on which she garnered her strength, *viz:* She gave all of Saturday to recreation and Sunday to rest. She made a study of food values and kept herself well nourished, white bread and meat being her especial abomination. We expect a teacher also to *show* the waste of time, money and labor involved in making cake, pie, and heavy puddings when fruits and light deserts are more wholesome. If the pupils have read of Professor Atwater's experiments, explain that alcohol is *not* a food. The tables which show the result of his experiments merely prove that the body can derive some energy from alcohol. Food satisfies hunger while alcohol creates a desire for more. Discuss the relative prices and value of meat, which is a proteid food and contains always some of the unexpelled waste matter from the animal. This waste matter produces uric acid and urea and that causes rheumatism and neuralgia. Meat, therefore. contains an irritating substance which vegetable proteids do not. Meat is vegetables

second hand, and is not necessary where an intelligent selection of food is provided.

We expect a teacher to note how many children are mouth breathers, and stop her reading until every mouth is closed. We expect her to read what Ella Wheeler Wilcox says about deep breathing in the daily *Examiner* for November 1st, and not only practice it, but put it into practice. This would be, as she says, an excellent substitute for the time given to the dissection of dead cats and rabbits. Among other things we expect a teacher to give a command and have it obeyed, and to do just as she says ; to say that she will not repeat the spelling words, and then repeat them for several pupils and scold unmercifully in the meantime, is making havoc for herself and everybody in the room.

We expect a teacher to pay especial attention to new pupils. It is necessary and generally appreciated. To expect more than this would be to expect too much, especially for one number of the WESTERN JOURNAL OF EDUCATION.

The Stockton Course of Study.

Superintendent James A. Barr has just issued a course of study that is in many respects a remarkable production. First, it is the result of the work performed during the past four years. Every suggestion, every outline, every principle, therefore, is based on practical experience. It represents Stockton's educational growth. In the introductory note occurs this sentence: "Remember it is the child that is to be developed rather than the subject to be taught." The courses are treated under five general heads. English — literature, reading, language, word study. Mathematics — arithmetic. Sciences — nature study, geography. History — history, civics. The Arts — drawing and art, manual training, music, physical culture, writing.

The course of study is well balanced. The directions are replete with excellent suggestions. The arrangement of topics is commendable. The Course thruout shows that Superintendent Barr gave every page careful consideration. It is a Course of Study that will take rank with the best in the United States, and the grouping of subjects is by far the most sensible solution of correlation we have seen. It is a Course that is new. Freedom from the slavery of educational dogmas is written on every page. It is a Course of Study that will live and will have a vital influence in shaping educational thought.

Mark Twain's Philosophy.

Nothing so needs reforming as other people's habits.

Behold the fool saith, "Put not all thine eggs in the one basket"—which is but a manner of saying, "Scatter your money and your attention;" but the wise man saith, "Put all your eggs in the one basket—watch that basket."

If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board* .....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
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C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

The State Board of Education met in the office of the Superintendent of Public Instruction, Sacramento, October 20, 1900, at 9 o'clock A. M., the following members being present: President Benjamin Ide Wheeler, Dr. Elmer E. Brown, Supt. Thomas J. Kirk, Presidents Edward T. Pierce, Samuel T. Black, Frederic L. Burk, Morris Elmer Dailey, C. C. Van Liew.

In the absence of the Governor, President Wheeler was chosen president pro tem.

Applications to be placed on the accredited list of colleges and universities were received from Mt. Holyoke College and Massachusetts School of Technology. Same were referred to the Committee on Accrediting.

On motion, President Dailey, the new member of the Board, was substituted on all standing committees in place of his predecessor, Mr. McNaughton.

The committee on the manuscript of the Advanced History written by Charles H. Keyes, submitted the following report of its expert, Prof. Kendric Charles Babcock, of the State University, with the committee's endorsement, which, under call of the roll, was unanimously adopted:

BERKELEY, Cal., Oct. 15, 1900.

To the California State Board of Education:—The manuscript of the grammar school history of the United States which was prepared by Mr. Keyes, corrected by Mrs. Winterburn and myself two years ago, and then returned to him for further modification, was turned over to me a few days ago for final examination. I have read the revised manuscript and compared it carefully with the original on which the annotations were made. I find that the new manuscript is a fair copy of the old one, in general, with the verbal changes which Mrs. Winterburn and I suggested. There is no material change in method, style or proportion All but the very worst features are still there, the improvements consisting mainly in following some of the suggestions for combination and rearrangement of certain paragraphs, and the addition of some matter to bring the story strictly "up-to-date." The new bibliographies are simply copies of those which I made out by reducing his original impossible bibliographies. These I distinctly stated were not offered as model or proper ones, but rather as remodelings and reductions of his

For example, the original bibliography for this grammar school history's chapter on the civil war, consisted of forty-five titles, including repetitions, arranged under eighteen headings; these I reduced to seventeen titles, including repetitions, arranged under two headings.

In accordance with a suggestion of Mrs. Winterburn, certain paragraphs entitled in some places "summary," in others "review," have been added. In the latter part of the manuscript these become merely a set of questions. All are alike hasty, superficial and valueless; some are positively absurd and puerile; still others are erroneous in names and facts, e. g., paragraphs 72, 194, 358. Lastly, the manuscript of the history of California, which was the worst part of the original, does not appear in this edition at all.

From internal evidence, it is clear to me that the copying of this manuscript,— that is about all the revision amounts to,— was done by a copyist who received only general instructions, and these to the effect that the original was to be followed save for the incorporation of the annotations and corrections made by Mrs. Winterburn and me upon the margin and upon inserted slips of paper. But even this general instruction was not carefully followed, for whole sentences are in several places left out to the ruin of the sense, and in one place six pages are omitted in a body, though the old manuscript and the new are both numbered consecutively. (See pages 266–270 of the old manuscript.)

In view of this method of revision, I desire to repeat a portion of my first report in which I stated just what I tried to do with the manuscript. I tried to make only such changes as seemed to me necessary to render it accurate and clear in statement, from a historical point of view. In general, I have not attempted to change the style of the author, the proportions or arrangement of his work, nor his statement of his opinion save where his offence was flagrant. I believe I have done all that anyone could do who did not rewrite the whole thing. The following are the main features of the treatment which has left the manuscript without a single clean page:

1. The correction of numerous wrong dates and wrong reference to places and to men,— and bad grammar.

2. The elimination of certain traditional "yarns" which are now demonstrably untrue.

3. The addition or subtraction of phrases or sentences, to prevent serious misunderstanding, or to complete a statement otherwise vague or incomplete.

4. The dropping of a few paragraphs.....the combination of others, and occasionally the rewriting or addition of a whole paragraph.

By way of summarizing my views of this manuscript, after thus carefully rereading it, I cannot do better than to reiterate with double emphasis, my opinion written two years ago: "The book is still dull and dry, with scarcely a really interesting page in all its 346 pages. Its style is lifeless and scrappy, and there is no known way of injecting life and vigor into it. Consequently, when put in comparison with the best books of this grade al-

ready in the market, it fails lamentably and painfully in every particular, except truthfulness and comprehensiveness."

Very respectfully submitted,

KENDRIC CHARLES BABCOCK.

We concur in the views of Professor Babcock and recommend that no further attempt be made to use the manuscript of Mr. Keyes for preparation of a text-book.

BENJAMIN IDE WHEELER,
ELMER E. BROWN,
Committee.

The manuscript of the primary history by Mr. Keyes which was accepted May 24, 1897, was submitted to the same committe for further examination

The following named persons, having complied with law and the rules of the State Board, and being favorably reported by the Committe on Credentials, were granted diplomas and other documents:

LIFE DIPLOMAS OF THE HIGH SCHOOL GRADE.

G. W. Beattie, recommended by the San Bernardino Co. Board; Mrs. Alma M. Daley, San Bernardino; Emily J. Hamilton, Alameda; Florence M. Hamilton, Alameda; Susan Myra Kingsbury, San Francisco; Frances L. O'Meara, Sonoma; Catherine E. Wilson, San Francisco.

LIFE DIPLOMAS OF THE GRAMMAR SCHOOL GRADE.

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Susie Haas, San Francisco; Marion H. Harris, Riverside; Edith W. Hayes, recommended by the Merced County Board; Lillian D. Hazen, Los Angeles; Jennie L. Heap, Los Angeles; Atlas T. Hembree, Sonoma; Mrs. Jennie Hensley, Mendocino; Eliza F. Higgins, Santa Clara; Edward Hughes, San Joaquin; Bertha R. Hunt, Los Angeles; Elmer T. Ingham, Los Angeles; Bertie C. Jensen, San Benito; Daisy G. Jesse, San Francisco; Josephine I. Kean, San Francisco; Pauline Langstadter, San Francisco; Grace E. Lawley, Lake; Mamie V. Lehner, Santa Barbara; Bertha Edna Leeds, Marin; Annette J. Leonard, Alameda; Nellie W. Levings, San Luis Obispo; William Henry Linderman, Los Angeles; Isabel Lisco, San Diego; Mary F. Lorigan, San Francisco; Anna A. Love, San Francisco; Sarah H. Macauley, San Francisco; Josephine Maxwell, Los Angeles; Belle Peyran Maydwell, Sacramento; Rebecca S. Mayo, Sonoma; Maud M. Metcalf, Kern; Ella Morris, San Joaquin; Mary S. Murphy, Los Angeles: W. H. Myers, Shasta; Miss A. F. McDonnell, recommended by the San Francisco County Board; Jessie D. F. McGown, San Mateo;

Ruth Nelson, San Luis Obispo; Elizabeth E. Niles, Los Angeles; Kathryn T. Nunan; E. E. Ogden, Merced; Mariam A. Patterson, San Diego; M. R. Pendleton, Los Angeles; Alice Pepper, San Joaquin; Sudie E. Phillips, Los Angeles; Mrs. Ida Plaistridge, Tulare; Mrs. C. Annie Pratt, Siskiyou; Clara May Preston, Los Angeles; A. G. Regan, San Francisco; Annie Reynolds, Los Angeles; Flora Rosenfeld, San Francisco; A. C. Roussin, Del Norte; Mabel F. Sankey, San Francisco; Vernon E. Shinn, Lake; Mary A. Smith, San Francisco; Susie M. Smith, Sonoma; Flora R. Smyth, Alameda; Anna S. Spreckels, San Francisco; H. G. Squier, Santa Clara; Christine M. Stack, San Francisco; James Newton Stewart, Los Angeles; Janet K. Storrie, recommended by the Alameda County Board; Nellie Sullivan, San Francisco; Mrs. Jane C. Talbot, Los Angeles; Belle P. Throop, San Joaquin; I. P. Thurston, Los Angeles; Nettie Trovinger, Santa Cruz; Mrs. T. H. Vestal, Lassen; C. W. Ward, Sutter; Robert J. Willard, Siskiyou; Mrs. M. Wirt, Sonoma; Lulu Monaghan Wolcott, Los Angeles; George A. Young, San Bernardino.

EDUCATIONAL DIPLOMAS OF THE HIGH SCHOOL GRADE.

Silas E. Coleman, Los Angeles; Frederic L. Osenberg, Riverside; Robert C. Stackable, Santa Cruz; W. A. Wright, Sutter.

EDUCATIONAL DIPLOMAS OF THE GRAMMAR GRADE.

Margaret Bailie, San Francisco; Levina Baker, Merced; Caroline M. Barron, San Francisco; Edith M. Blaisdell, Contra Costa; Lottie L. Breese, Amador; Alice K. Brittan, Sutter; Edna Cadwalader, San Francisco; Margaret A. Conroy, Nevada; Cora M. Davis, El Dorado; Mary Davis, Sutter; L. Esther Devan, recommended by the Amador County Board; May E. Devine, San Francisco; Jennie M. Deyo, Los Angeles; Edward Dolland, Los Angeles; Jessie P. Doty, Alameda; Myrtle E. Fuller Dozier, Shasta; Frances L. Ellerhorst, Contra Costa; Josephine Ensign, Los Angeles; Minerva Ferguson, Lake; W. A. Fowler, Riverside; Sarah L. Gallagher, Calaveras; Ida Grafe, Solano; Arthur F. Grant, Madera; Janet Gregg, Lake; Glen C. Harter, Sutter; L. F. Harvey, Orange; Elizabeth G. Haslem, Santa Cruz; Anna W. Henderson, Ventura; Jennie E. Hogan, San Joaquin; M. O. Holt, Placer; S. Josephine Hoyar, Santa Cruz; Lucy B. Hornbeck, Los Angeles; Jessie B. Jones, Calaveras; Lottie Kelting, Lake; Nelly Kenevan, Santa Barbara; Stella Keys, Orange; Mary Agnes Kinevan, Santa Barbara; May Evans Larkin, recommended by the Butte County Board; Eva C. Larrison, El Dorado; Gertrude Leland, Santa Barbara; Nellie W. Levings, San Luis Obispo; Matilda A. Levy, San Francisco; Guy Livingston, San Luis Obispo; Nellie B. Loveland, Riverside; Grace W. Lyons, Santa Barbara; Jane Arnold Macauley, San Francisco; Anna L. Martin, Orange; Lillie Martin, Riverside; Marie L. Masson, Humboldt; Tennie Mathews, San Luis Obispo; Frank M. May, Contra Costa; Frank J. Miller, Santa Barbara; Joseph C. Miller, Santa Barbara; Kate McAuslin, Sutter; Julia A. McCarthy, Placer; Agnes I. McCarty, El Dorado; Minnie McConnell, San Luis Obiepo; A. L. McCulloch, Yuba; Mary McHarry, Contra Costa; Fannie F. McKeehan, Riverside; Dora L. McNeill, Mendocino; Eva L. McPhail, Santa Barbara; Cynthia L. Nason, Colusa; Elbert Ellery Newell, Santa Clara; Ida Norton, Sonora; Lilian B. O'Neil, San Francisco; Marion A. Orcutt, Calaveras; Eva L. Owens, Mendocino; Jessie A. Parkman, Santa Clara; Ida A. Parry, Trinity; Louise Pfau, San Luis Obispo; A. D. Phares, Humboldt; Richard White Powell, San Joaquin; Helen G. Pruitt, San Bernardino; Grace Purdy, Santa Cruz; Elwood Putman, Colusa; Annie W. Quinn, San Francisco; Agnes M. Raab, Amador; Mitto B. Rawles, Mendocino; Alice C. Reid, Santa Cruz; Irma Rhodes, Santa Cruz; Eleanor J. Rogers, Los Angeles; Zilda M. Rogers, Ventura; Mazie Sawtelle, Placer; Katherine Shoupe, Los Angeles; Jas. Slaven, San Benito; Effie Edith Smith, San Francisco; Estelle Burr Smith, Los Angeles; Ethel Stone, San Diego; Mildred A. Thomas, Los Angeles; W. C. Twiss, Los Angeles; J. W. Utter, Mendocino; Mary Vignaut, El Dorado; Florence E. Vote, Calaveras; John Wakefield, El Dorado; Anna A. Webb, Contra Costa; Angie Hendrix

Webster, Santa Clara; M. Angie Webster, Contra Costa; Setta Weisgerber, Placer; Ada M. White, Santa Cruz; E. M. White, Modoc; Adorno M. Whitman, Riverside; Margaret Williams, Yuba; Theodora Willis, Sacramento.

DOCUMENTS TO ACCOMPANY NORMAL SCHOOL DIPLOMAS.

Jeannette Armstrong, recommended by the Los Angeles County Board; Lilah Bell, Santa Clara; Laura L. Bennett, Santa Clara; Augustina May Clark, Marin; Lelia E. Clark, Santa Clara; Sophie K. Claus, Santa Clara; Ida Bell Clay, Los Angeles; Ella Cothran, Santa Clara; Bessie Coady, Trinity; H. H. Couchman, Los Angeles; Wilhelmina Denny, Santa Clara; Lora Emery, Alameda; Frank Fanning, Los Angeles; Florence Beatrice Flood, Los Angeles; Annie Floyd, San Benito; Lydia Grafe, Solano; Camilla J. Giamboni, Alameda; M. Minnie Gray, Santa Clara; Jas. E. Hancock, Santa Clara; Minnie H. Harms, Contra Costa; Flora Harris, Los Angeles; May M. Hartley, Los Angeles, Irene V. Hawkins, Marin; Mary T. Hocker, Trinity; Edith May Hodgkins, Los Angeles; W. R. Honodel, Butte; Louise Huber, Los Angeles; Nellie V. Hutchinson, Los Angeles; Lu B. Jennings, San Diego; Julia I. Juarez, Santa Clara; Grace F. Kirkpatrick, San Luis Obispo; Anna M. Kullak, Santa Clara; Nellie W. Levings, San Luis Obispo; Anna Blanche Maccuaig, San Mateo; Edna T. H. Manley, Los Angeles; Frank M. May, Contra Costa; Maud L. Merritt, Contra Costa; Kate L. Minor, Humboldt; Alberta L. Montgomery, Santa Clara; Emma Morgan, San Bernardino; Isabella Frances Morrison, Alameda; T. M. McGough, Mendocino; Lucy G. McGowan, Los Angeles; Mary McHarry, Contra Costa; Leonora McLam, Los Angeles; Mildred Nason, Shasta; Annie Rose Noble, Los Angeles; Maude Page, Modoc; Jessie A. Parkman, Santa Clara; M. R. Pendleton, Los Angeles; Leila Ida Pfeninger, Los Angeles; Lily E. Prince, Los Angeles; Julia C. Ronan, Los Angeles; Marguerite Russell, Kern; Mamie G. Sexton, Los Angeles; Elinor Spencer, Santa Clara; Helen A. Stewart, San Luis Obispo; Lena Schilling Stewart, Santa Clara; Lizzie S. Stewart, Contra Costa; John S. Stubblefield, Los Angeles; Elspeth R. Thompson, Los Angeles; Mary Tinsley Todd, Trinity; Adah Luella Townsend, Yuba; Mrs. R. W. Tutt, Mendocino; Mabel I. E. Tweedy, Los Angeles; Emma Waltenspiel, Santa Clara; M. Angie Webster, Contra Costa.

DOCUMENTS TO ACCOMPANY UNIVERSITY DIPLOMAS.

Silas E. Coleman, recommended by the Los Angeles County Board; Grace H. de Fremery, Alameda; Maud S. Green, Sonoma; Edna Jones, Solano; Florence B. Parker, San Bernardino; Frank Tade, Sacramento.

LIFE DIPLOMAS OF THE NEW ISSUE.

Mrs. Belle Flaherty, Mary E. Hawley, Jessie I. King, Frances Lewis, Mrs. A. H. Marquis, Elsie Tidd.

DUPLICATE LIFE DIPLOMAS.

Clara G. Gulling, Levi Bowman, Hallie L. Bradshaw, Miriam Silver.

The following resolutions in respect to the memory of Ambrose H. Randall, a former member of the Board, were adopted:

WHEREAS, Ambrose H. Randall, until recently a member of this Board, as President of the State Normal School at San Jose, has been called by the Great Teacher to receive the reward that awaits the just and true; be it

Resolved, That in his death the State has lost a valuable public servant, and the cause of education a faithful, zealous and devoted friend; be it further

Resolved, That these resolutions be spread in full on the minutes, that a

copy be given to the press for publication, and that an engrossed copy under the seal of the Board be sent to his bereaved family.

Respectfully submitted,

SAMUEL T. BLACK,
MORRIS ELMER DAILEY,
THOMAS J. KIRK,
Committee.

On the recommendation of the Committee on Accrediting Colleges and Universities, the Board declined to place Knox College and Lombard College, (both of Galesburg, Ills.), on the accredited list.

The Committee on Accrediting submitted the following report, which was on motion, adopted:

SACRAMENTO, Cal., Oct. 20, 1900.

To the State Board of Education.

GENTLEMEN:—Your Committee on the Accrediting of Colleges, having been requested by the Board at its meeting of June 9, 1900, "to define the extent and scope of accrediting, questions having arisen as to the status of graduates from accredited institutions who received their diplomas before the institutions were accredited," beg leave to submit the following report:

Section 1775 of the Political Code provides that County Boards of Education "may.....without examination, grant.....county certificates of the high school grade.....to graduates of (such accredited institution) when the diploma of graduation from said institution shall be accompanied by a recommendation of the faculty thereof, showing that the holder of the diploma has had academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Boards of Education as fulfilling these requirements shall be prescribed by the State Board of Education." Your committee would recommend that the State Board, acting under the statutory provision last cited above, adopt the following memorandum:

"County Boards of Education are at liberty to issue certificates of the high school grade at their discretion, under the provisions of Section 1775 of the Political Code, to properly recommended graduates of such institutions as have been regularly recognized by the State Board of Education, whether the diplomas of such graduates bear date earlier or later than that of the recognition of the institutions in question."

Respectfully submitted.

ELMER E. BROWN,
THOMAS J. KIRK,
C. C. VAN LIEW,
Committee,

In the case of J. G. Cromwell, a teacher of Sonoma County, against whom the County Board of Education of that county had preferred charges of unprofessional conduct, alleging that he had permitted collusion in examinations on the part of pupils, the Committee on Grievances and Charges submitted the following report:

To the State Board of Education:—Your Committee on Grievances, to whom was referred the charge against J. G. Cromwell for unprofessional conduct, do report as follows:

That the examination papers, marked and submitted to the County Board by said J. G. Cromwell, show palpable internal evidence of collusion on the part of pupils during the examination.

That said J. G. Cromwell was at least very careless in performing duties assigned by the County Board.

That there is not, however, sufficient or convincing evidence submitted to the State Board that said J. G. Cromwell wilfully attempted to deceive the County Board.

Therefore, the said committee recommend that the life diploma of said J. G. Cromwell be suspended for the period of one month from this 20th day of October, 1900.

E. T. Pierce,
Thomas J. Kirk,
Frederic Burk,
Committee.

On motion, the report of the committee was adopted and the recommendation concurred in.

The following resolution was offered by President Wheeler, and was, on motion, adopted:

"*Resolved*, That in the opinion of this Board it would be desirable to include among the methods of securing manuscripts for the State text-books the acquisition of the right to use specially prepared or adapted editions from the general market — in case this can be done under existing law and Constitution.

"That a committee be appointed to ascertain in any way it may deem best, the precise extent of the powers entrusted to the Board, and to report at earliest date the result of its enquiry, coupled with information concerning business arrangements which are practicable, and with recommendation for action."

The Board selected as such committee Messrs. Wheeler, Burk, Kirk and Brown.

The Board then went into executive session. In executive session certain statements were made by members of the State Board of Education relative to the conduct and action of Samson C. Phipps for seeking in an unprofessional way to obtain a position in the school department of San Francisco, and rising from executive session the Board directed that the Secretary prefer charges against the said Phipps, and notify him to appear before the State Board at its next meeting and show cause why his life diploma should not be revoked.

There being no further business the Board then adjourned.

[Attest]. Thomas J. Kirk,
Secretary State Board.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

Remit by check, Postoffice order, Wells, Fargo & Co., or by stamps.

ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of $3.00 a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

The Philosophical Union of Berkeley adds every year something to the intellectual expansion of the Pacific Coast. This year Professor John Fiske, the eminent historian and philosopher, has been secured by the Union for a series of lectures.

* * *

President Benjamin Ide Wheeler presided at the Schoolmasters' Banquet on the evening of October 13. In his opening remarks he commented favorably on the dignity and appropriateness of the title "schoolmaster." He defined an educator as follows: "An educator is a man who is trying to think out a subject for some teachers' convention."

* * *

Have you seen or heard the "snappy" teacher? Have you heard the teacher that uses violent language to the timid pupil? Have you met the slangy teacher? Have you ever seen the jolly, good-natured, proficient teacher, who will laugh *with* the pupils, not *at* them, and whose good morning is as warm and genial as the bright sunshine?

* * *

The Constitutional Amendments exempting churches from taxation, exempting the California School of Mechanical Arts, providing for the payment of the back salaries due to the San Francisco teachers, providing for amendments to the charter of Stanford University, and authorizing the Legislature to exempt certain parts of its property from taxation, all carried by large majorities.

* * *

The Committees of the Educational Commission met at the Palace Hotel October 12 and 13 to consider matters in connection with the final report. A number of institutes have appointed committees to act in reference to school legislation. There is promise of some lively discussions before the report is finally adopted by the law makers. The commission should submit its final report at an early date.

* * *

The Executive Committee of the California Teachers' Association is making active preparations for the meeting to be held in San Francisco immediately after Christmas. The frontispiece of the December Journal will be a portrait

of Chas. F. Thwing, President of the Western Reserve University and Adelbert College of Cleveland, Ohio. President Thwing will deliver several addresses at the meeting. He is a polished speaker and a deep student of educational problems. The teachers should prepare for a delightful and instructive week in San Francisco.

* * *

October has been a month of institutes. The voice of the instructor has been heard in the land. The teachers have assembled. The roll has been called, the resolutions have been adopted, the teachers have returned to their schools. Well. what of it? Perhaps this: The teacher is more in sympathy with her work. The child notices a deeper interest. The parents are considered. New books are read. The teacher remembers with pleasure the new acquaintances she has formed. Her ideals have been made more real. Her life has an added interest on account of the personal enrichment. She has an increased faith in herself and in her methods.

* * *

Superintendent J. F. Saylor of Spokane, Wash., has provided an exhibit room of devices. This is an excellent idea. A device founded on a fundamental principle of method is better than a principle that has no means of finding expression. It would be well if an hour of the time devoted to each institute was given to the consideration of devices, aids and helps. Superintendent Meredith of Kings County, Washington, devoted a half day session of one of his institutes to the consideration of aids and helps. It was a most profitable session. The young teacher and the teacher of experience were both benefited by the various devices that teachers used in the conduct of the school.

* * *

The Hoover School of Physical Culture of San Francisco confers degrees upon graduates with a readier facility than the University of California. Recently a pupil who had completed a course of twenty lessons was given the degree of M. A. It was announced that this degree was conferred by the authority of the Secretary of State. On a recent institute program Mr. Hoover appeared with several letters of the alphabet in caps, including L. L.D., after his name, while David Starr Jordan did not even have a period after his.

It is all right under the law for Mr. Hoover to issue any kind of a degree from bachelor of arts to doctor of divinity. The law, however, is wrong. The California law permits any one who will incorporate and pay a fee of ten dollars to secure a charter entitling the incorporators to confer all sorts of degrees. In other words, Hoover has a charter that gives him as much freedom in conferring degrees as is given Stanford University. Of course the degrees are really worthless, but they should not have the sanction of law. This is not written as a reflection on the Hoover School of Physical Culture, but it serves as an illustration of our lax laws in reference to the granting charters with powers to confer degrees. Let us hope that the next legislature will amend this law so that college and university degrees may not be cheapened.

The teachers of Shasta County requested the editor of this journal to publish a list of aids and helps in the teaching of geography. Here is a list of inexpensive helps: Map of the State, map of United States, and government reports of the Geological Survey, United States Geological Survey, Washington, D. C. If you want a map free, write to your senator or congressman to request the United States Geological Survey to send you the map you desire. For a new map of California free, address JOHN L. TRUSLOW, General Agent Santa Fe Railroad, San Francisco, Cal. For maps and descriptive matter of the Northwest, including the trip of Lewis & Clarke, address C. F. FEE, General Passenger Agent, N. P. R. R., St. Paul, Minnesota.

For relief map of California, and for "Sunset Magaziue," containing beautiful pictures, address General Passenger Agent, S. P. R. R. Co., San Francisco, Cal.

For all kinds of geographical material, including photographs, pictures, mineral specimens, geological specimens and bulletins, send $1.00 to American Bureau of Geography, EDWARD LEHNERTS, Secretary, Winona, Minn.

For Nature Study leaflets, free, address Department of Nature Study, Cornell University, Ithaca, New York.

For Study of Soils and bulletin connected with agriculture of California, address Department of Agriculture, University of California, Berkeley, Cal.

For decisions about proper spelling of geographical names, address United States Board of Geographical Names, Washington, D. C.

For various publications, free, address Secretary of Smithsonian Institute, Washington, D. C.

For instruction in map drawing, address D. R. AUGSBURG, Oakland, Cal. See Wagner's New Pacific School Geography, or Chalk Modeling, the new method of map drawing, by Ida C. Heffron, Educational Publishing Company, 809 Market Street.

The Laguna Honda Mothers' Club met Thursday, September 27, 1900. After a short business meeting Miss Hattie L. Lezynsky read a paper on "Boys' Clubs" and their management. Miss Lezynsky has had experience in this work, and suggested lines of work that might prove interesting to those who might join such clubs. She also told of the work in Boys' Clubs connected with the South Park Settlement, and of different ways of interesting boys of different ages. The talk was with special reference to forming a club in the neighborhood and providing profitable employment for the evenings of young boys who are out of school.

After the reading of the paper there was a discussion of the best means to be employed in forming a club that would be permanent and valuable to the neighborhood.

The Laguna Honda Mothers' Club met at the school Thursday, Nov. 1, 1900. After the reading of the minutes of the preceding meeting Mrs. E. M. North read a valuable paper on "Obedience," telling how strong the influence of the mother was in shaping those qualities of the child which should make him capable of bearing the burdens of life to advantage. The picture of the boy drawn by Mrs. North all would recognize as the image of some one, as it was typical.

Mrs. North also read afterward a short account of a Norwegian wedding. This was an account of one she had witnessed on a voyage to Norway. These interesting papers were followed by a discussion of the means to be employed in opening and carrying on a Boys' Club under the charge of some of the ladies of the club. Some books have been loaned and magazines promised, and money had been subscribed for the rent of a room. The matter was placed in the hands of a committe.

Refreshments and conversation ended the meeting.

Educational Associations and Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. Fitz-Gerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 20th, 21st. Prof. C. J. Walker, Tulare, President.

The Washington Teachers' Association will hold its session December 27, 28, 29, Supt. F. J. Browne, President.

The Southern California Teachers' Association will hold its session in Los Angeles, December 20, 21, 22.

INSTITUTES.

Supt. E. B. Wright of San Joaquin will hold his institute November 27–30.

Superintendents Ramsay, Graham, Crookshanks, and Doub have decided to hold their institutes the week beginning Monday, December 17th.

Superintendent B. F. Howard, Sacramento, will hold his institute November 27–30.

There were over twenty institutes held during the month of October. It is impossible to give a full report of each one. We hope that superintendents will appoint at each institute a teacher to send a report to the official Journal. In many cases the superintendents do not even send programs. A number of notices of institutes will appear in the December issue of the JOURNAL.

SAN JOAQUIN VALLEY TEACHERS' ASSOCIATION

FRESNO, 1900.

PRESIDENT.
C. J. Walker, Tulare.

SECRETARIES.
C. T. Elliott, Fresno.
Mrs. N. I. de la Rosa, Hanford.

TREASURER.
C. L. McLane, Fresno.

VICE-PRESIDENTS.
J. W. Graham, Hanford,
Geo. S. Ramsay, Fresno.
S. A. Crookshanks, Visalia.
W. C. Doub, Bakersfield.
O. W. Grove, Merced.
J. A. Wagener, Modesto
Estella Bagnelle, Madera.
Julia Jones, Mariposa.

PROGRAM.

THURSDAY.

Opening Address.....CHESTER H. ROWELL
President's Address.....C. J. WALKER
Address.....T. L. HEATON

Subject: "Foundation of Literary Appreciation."

AFTERNOON.

Address.....PRESIDENT WHEELER
Address.....PRESIDENT JORDAN

Subject: "China."

FRIDAY, A. M.

Address.....HARR WAGNER

Subject: "Why Some Teachers Succeed."

Address.....PROF. CUBBERLEY
Address.....SUPERINTENDENT KIRK

Subject: "What is Needed in Our System of Public Education that School Work May Take and Retain a Stronger Hold Upon the Interest of the Children."

Address.....A. J. WATERHOUSE

Subject: "The Boy and the Man."

AFTERNOON.

Address.....DR. CHARLES F. THWING

Subject: "The Teacher as a Factor in Civilization."

Address.....DR. J. E. STUBBS

EVENING.

Lecture.....DR. C. F. THWING

Subject: "Retrospect and Prospect in Education."

The Fresno People will Furnish Music for the Program as Needed.

They also give a RECEPTION Thursday Evening.

Western School News.

Dr. A. E. Winship, the author, journalist and lecturer, will tour this Coast next April.

Superintendent Forshay, of Los Angeles, reports that the work of the schools in his city is seriously crippled by a lack of room.

Dr. Frederic Burk has received calls from all parts of the state for institute work. Professor Cubberley and Dr. Burk are the men whose names are most frequently seen on institute programs this season.

Duncan McKinnon has been chosen as principal of the Lowell School, Fresno. He is a graduate of Stanford, and was employed in the Mt. Tamalpias Military Academy. Mr. McKinnon was recommended by Professor Cubberley.

Mr. C. T. Elliott, a prominent teacher of Fresno, and an ardent deciple of Dr. G. Stanley Hall in the manly art of muscular development, resigned his position as principal of the Lowell School, Fresno. He will attend the University of California.

The Executive Committee of the Western Nevada Teachers' Association has perfected an organization and will meet with the state teachers in institute the latter part of November. It is proposed to hold meetings of the association annually.

Superintendent O. W. Grove held his institute October 15–19. Dr. Frederic Burk, Professor T. L. Heaton and W. Scott Thomas were the instructors. The resolutions especially commended the work of T. L. Heaton, and the efficient manner in which Superintendent Grove conducted the institute.

The Nevada County institute was held in Nevada City, October 22 to 25. Superintendent Rodgers secured as his assistants Professor T. L. Heaton, D. R. Augsburg, Superintendent Thos. J. Kirk and others. There was a special banquet where over three hundred covers were laid.

Superintendent Edwards of Santa Barbara held a very interesting institute October 8, 9, 10, 11, 12. Dr. Dresslar emphasized commercial geography and Professor Cubberley spoke on a number of subjects. The local teachers took an active part in discussions of a very practical character.

Superintendent J. A. Imrie of Napa County held his institute October 15, 16, 17. Professor Cubberley, Dr. Burk, and Dr. Rader were the instructors. A number of the teachers took an active part in the discussions suggested by the course in professional reading.

The cities of Oakland, Alameda and Berkeley arranged a unique program. Superintendents McClymonds, Hughes, and Waterman decided to hold a joint session of three days' duration. One day in Berkeley, one day in Alameda, and one day in Oakland. Excellent talent was secured and the sessions were instructive and interesting.

Louis Stone, the architect, has changed his address from 330 Pine Street to the Flood Building on Market Street. Mr. Stone has met with excellent success in meeting the requirements of school boards in reference to plans. He is thoroughly up-to-date, and understands the various problems of lighting, ventilation, and sanitary requirements of the modern school building.

Superintendent Perham, of San Bernardino, has had considerable difficulty in enforcing a rule which required the High School pupils to enter the building from the rear. The students went on a strike. The newspapers took up the controversy. A mass meeting of citizens was called and a committee waited on Superintendent Perham and requested that the stndents be allowed to enter the building by the front entrance. Superintendent Perham yielded, and the pupils will hereafter enter the front door.

Heald's Business College.

This institution has steadily maintained its reputation year after year for most excellent work. It has thousands of graduates in important commercial positions from Seattle to San Diego. Edward P. Heald, the founder, still takes a personal interest as presidentand manager, and J. H. Adylotte, a man who has a wide reputation as a scholar and teacher, is vice-president and business manager. The college had calls from over twenty prominent business firms for stenographers last month that it was unable to fill. The demand for competent stenographers was never so great as now. Write to J. H. ADYLOTTE, Business Manager Heald's Business College, 24 Post St., for copy of *Heald's College Journal.*

Western School News.

Mrs. Erna J. McVicker has been appointed Superintendent of Public Instruction of Utah, *vice* Dr. Park, deceased.

Joaquin Miller, the Poet of the Sierras, lectured for the Chico school teachers on Monday evening, October 29th, on "Lessons Not Found in Books."

Professor C. B. Bradley of the University of California, addressed the High School teachers of Solano County at Suisun, October 20th, on the subject of English Commissions. There was a large attendance.

The Board of Freeholders of Los Angeles have adopted a report whereby the schools of that city will be controlled by six directors, who serve without pay.

Superintendent of Public Instruction J. H. Ackerman, of Oregon, visised California recently in order to study the education of the deaf and dumb. Superintendent Ackerman also paid a fraternal visit to Superintendent Kirk at Sacramento.

The Board of Education of Los Angeles has authorized the purchase of 2,100 color pans which will be used in the second grade of the public schools. The little tots there are to be instructed in the art of water color painting, and the board thought that it could save their parents expense by purchasing the paints in quantity. The little pans contain three colors.

Preparations are being made for the teachers' institute to be held in Los Angeles December 17th, 18th and 19th. Among the speakers will be Dr. E. E. Brown, of the State University; Superintendent J. M. Greenwood, of Kansas City; Harr Wagner, of San Francisco; President David Starr Jordan, of Stanford, and President Benjamin Ide Wheeler, of Berkeley.

Superintendent Laugenour called her institute to meet at Colusa, October 29-31. The lecturers and instructors were as follows: Dr. Eli McClish, University of the Pacific; Professor Frederic Burk, President of State Normal School of San Francisco; Professor A. W. Stamper, State Normal, Chico; Mrs. Jennie L. Brothers, Berkeley. Drawing and method work in arithmetic and other lectures characterized the institute.

Superintendent J. W. Linscott held his institute this year at Watsonville. Lecturers and instructors were as follows: F. B. Dresslar, University of California; Ellwood P. Cubberley, Stanford University; H. W. Fairbanks, University of California; Chas. R. Brown, Oakland. Reading, arithmetic, nature study and geography with special emphasis placed on home geography by Professor Fairbanks.

Superintendent George E. Sackett, of Ventura County, deserves the prize for issuing the finest program of the season. The program represents the highest development of the art of printing and arrangement of matter. The institute was held October 8, 9, 10, 11, 12. Instructors and lecturers were as follows: Dr. F. B. Dresslar, University of California; Professor Edward P. Cubberley, Stanford University; S. D. Thatcher, Nordhoff, Casa de Piedra; Mrs. Nico Beck-Meyer, Oakland; Mrs. Bell Parsons Ockenden, San Francisco; H. F. Caldwell, Lompoc High School.

The Placer County Institute was held October 8-12. Superintendent P. W. Smith engaged as instructors Dr. Charles C. Van Liew, President of State Normal School, Chico; Professor Thomas L. Heaton, University of California; Mrs. Jennie L. Brothers, Berkeley; Mrs. J. M. Greene, Palo Alto. Considerable attention was paid to local study of geography and history. Many of the local teachers took an active part in the discussions.

♥♥♥ ♠ ♥♥♥

STATE OF OHIO, CITY OF TOLEDO, } ss.
LUCAS COUNTY,

FRANK J. CHENEY makes oath that he is senior partner of the firm of F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of CATARRH that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.

Sworn to before me and subscribed in my presence, this 6th day of December, A. D., 1886.

A. W. GLEASON.
{ SEAL. } *Notary Public.*

Hall's Catarrh Cure is taken internally, and acts directly on the blood and mucous surfaces of the system. Send for testimonials, free.

F. J. CHENEY & CO., Toledo, O.
Sold by Druggists, 75c.
Hall's Family Pills are the best.

BOOK REVIEWS.

One of the latest editions of Heath's Modern Language Series is Dumas's "Monte Cristo," by Spiers. Price 30 cents.

D. Appleton & Co. have issued two very interesting books entitled "Edmund Burke's Speech," edited with notes, and a study plan by William I. Crane, and "The Ancient Mariner and Other Poems," edited by Pelham Edgar. Price 40 cents each.

"Experimental Chemistry" is the title of a new book written by Lyman C. Newell. It is a well prepared and well edited book, and has in it a teacher's supplement and other matter that will make it of great interest to teachers and students on the modern method of chemistry. Price, $1.10.

"Johnson's Physical Culture" is a primary book arranged for the school and home. It is aimed to give a well developed, graceful figure, to save the growing children from narrow shoulders, depressed chests, uncertain limbs, and other deformities. The book is beautifully illustrated and arranged so that it will be valuable for any primary teacher and every mother who desires to pay some attention to the physical culture of her children. Price 25 cents.

D. Appleton & Company have issued their Twentieth Century text books "Elements of Physics," by C. Hanford Henderson and John F. Woodhull, Professor of Physical Science in the Teachers' College in New York. It provides for library and class-room work, and treats more than any other book the relation of physics to home life and home interest. Price, $.20.

The greatest school book of the year is "Animal Life," by President David Starr Jordan and Vernon L. Kellogg, of Stanford University. The book is new. No book has ever been published which approaches the subject on such a scientific basis. The scientific chapter on the geographical distribution of animals is just the kind of chapters one needs in order to justify the protest against the unscientific methods used in trying to teach of animal life in our text books of geography. The book provides for personal observation work by the student in the library and field. Much of the credit of the beautiful dress of the book is due to Miss Mary H. Wellman, who made a large number of the drawings. The charm of the book is largely due to the fact that every chapter is filled with new matter. The work shows upon every page that Dr. Jordan and Professor Kellogg are not arm chair students of animals, but they have prepared for this work by industrious personal observation. Published by D. Appleton & Company. Price, $1.20.

The Forum for November contains a number of very strong articles, including "Why the Republicans Should be Indorsed," by Charles Dick, and "Reasons for Democratic Success," by Charles A. Towne. There are also timely articles on other great questions of the day.

Art Education, by the J. C. Witter Company, has been improved very much in its new form. The price is now thirty-five cents a copy, or three dollars per year. The most important article for teachers in the October number is "Art Education in the Public Schools of Philadelphia."

The *Review of Reviews* is continually growing in interest and importance. No other publication in America approaches it in interest. It should be in every school library. Teachers should endeavor to get their clerks to subscribe for it and place it on file where teachers and pupils can examine and read it each month.

The *Art Amateur* continues to be the best art magazine published. Its fine illustrations, its new and timely suggestions to art students, its excellent articles of an artistic and educational value, make it indispensable to all those who want to keep in touch with the arts of our civilization. It is published by Montague Marks, New York.

"An Elementary History of the United States," D. C. Heath & Company, publishers, has been written by Allen C. Thomas. This is an approach to history through biography, and most of the book is given up

to biographical sketches by representative makers of the nation. The book has been carefully edited with foot-notes, analyses and appendices. It is also well illustrated and is brought right up to date.

The *Atlantic Monthly* contains a number of very interesting articles. "The Gentle Reader" is a very unique article. The Contributors' Club is especially interesting this month. Western readers will be particularly interested in the article "How Ramona was Written."

Frank Leslie's Popular Monthly Magazine has issued a particularly interesting number for November, and the announcements for next year are important to every magazine reader. This magazine, since it changed from a twenty-five cent to a ten cent magazine has grown in interest and in circulation. It is superior in many respects to either *Munsey's*, *McClure's* or the *Cosmopolitan*.

New Education Readers. A Synthetic and Phonic Word Method of Teaching Reading. By A. J. Demarest and Wm. M. Van Sickle. An examination of the first book of this Series of Readers constitutes a new system of reading, embodying all the ideas of the New Education, and agrees exactly with the new and distinct philosophy of instruction. In the presentation of the work nothing is forced upon the pupil, but everything is brought to him naturally and easily, and with a clearness and vividness of perception secured by the aid of admirable illustrations. The book is novel in plan and character, decidedly original in arrangement, and embodies all the best features of the phonetic, the synthetic, the word, and the sentence methods; the lessons are so planned that these distinguishing qualities are presented as separate lines of work each day. The system is extremely simple, and, from even a hasty examination, it is much more rapid and interesting than any of the present methods now in use. The text is devoted largely to child-life, games, nature study, patriotism, morals, folk-lore, and famous tales and stories, all written in a happy vein and of a literary content. The grading is excellent and the reviews frequent. No diacritical marks are employed and no manuals are necessary for the use of the teacher.

"Elements of Spoken French." By Maurice N. Kuhn, B. ès L. (University of Paris), Tutor of French in Harvard University. Cloth, 12mo. 88 pages. Price 50 cents. American Book Company. It is a well known fact that most grammars and readers now in use do not teach a correct French pronunciation, and it is surprising that until now this subject has never been given due consideration. The present book is the first of a series of handbooks on pronunciation based on phonetic principles by C. V. Cusachs, B. A. (University of Barcelona), Professor of Spanish in the U. S. Naval Academy, and Maurice N. Kuhn, B. és L. (University of Paris), Tutor of French in Harvard University. It aims to supplement the ordinary grammars and readers now in use, and is so short and simple that it can be used by students of any age. The plan is unique and consists of twenty lessons in which all elementary sounds, after having been analyzed carefully and accurately, are grouped together according to phonetic similarities regardless of spelling.

"Stories of Oregon," by Eva Emery Dye, author of "McLoughlin and Old Oregon," published by the Whitaker & Ray Co., is the seventh volume of the Western Series of Readers. This book has several hundred pages with such notable stories as "The Story of Lewis and Clark," "Story of John Jacob Astor," "The Story of McLoughlin," "The Winning of the West," etc. Mrs. Dye has a fascinating story style, and the stories in this book are absolutely new. They cannot be secured in any other form. Indeed it requires a large expenditure of money and considerable research to get the historical information in the book. Mrs. Dye did a great work for the literature of the West in bringing together these stories in one complete volume. The illustrations are excellent and the notes and reference topics are all selected so as to make this a very excellent book for teachers to use as a supplementary reader in the fifth and sixth grades. It is published by the Whitaker & Ray Company, San Francisco. Price 60 cents.

Plato's "Charmides, Laches, and Lysis," edited by Barker Newhall, has been issued by the American Book Company. Price, $1.25

Trustee Day in Siskiyou.

The Teachers' Institute was held this year at Etna, October 9th. For over thirty years it has been held at the county seat, but this year, by vote of the teachers, it was taken to a lovely little town in the middle of Scott Valley. To get there the teachers crossed a range of mountains on fine four-horse stages from Yreka and Gazelle—quite an inspiring ride, over picturesque grades, with the blazing autumn colors of maples and oaks to diversify all the pine-covered slopes. Apple orchards, cold and sparkling streams, robbers' caves and other things in plenty were found along the road to give variety to the jolly coach loads as they bowled along.

The Etna people did themselves proud in welcoming the institute. Over three hundred dollars were raised among the townspeople for entertainment. A band serenaded the teachers every evening—a reception, a ball, and three evening lectures were tendered the guests. Every one had a smile and a kindly greeting for the school people.

The Institute continued four days. D. R. Augsburg conducted the work in drawing; Mrs. Mary George in geography; W. H. V. Raymond in methods, and Edward Hyatt in the trustee day. This work with the trustees was of such practical and useful nature that the Institute by special resolution requested a summary of it to be printed and distributed to all trustees who were not present. For next year the Institute was located by an overwhelming vote at Dunsmuir, in the heart of the Shasta region, a most delightful place.

The County Superintendent is Miss Effie Persons; she received many compliments upon the happy working out of her Institute plans.

Modoc Was Crowded.

The Modoc Institute was held at Alturas October 2nd, in conjunction with the County Fair. This made lively times, for the town was so full of people that the citizens had to open their doors to provide rooms for the visitors; and one would have to wait in line an hour to get a meal. Miss Anna Williams is the superintendent—a kindly, gracious, gentle lady, who exercises a most genial and beneficial influence upon her teachers and her schools. The outside workers were Job Wood, Jr., and Edward Hyatt. Many of the local teachers did good work before the Institute—among them Messrs. Hudspeth, Raymond, Taylor and Null; and Misses Forrest, Hollingsworth, Sloss, Spargur, Hall, Garnet, Raymond, Spargur and Null.

The outside workers were faced with a new problem when they were waited upon by the Fair Committee and formally requested to address the citizens of the county at the town hall, upon the subject of *Agriculture!* This was a poser; but an old teacher is always ready for an emergency; and when the crowd assembled Mr. Hyatt gave an address picturing the necessity of caring for our Sierran forests, followed by Mr. Wood upon the agricultural and educational needs of the day. Judge Spencer, of Susanville, closed the discussion with a retrospective view of Modoc County.

The Plumas County Institute was called at Quincy, October 16, 17, 18 and 19. All the teachers of the county were on duty in discussions and papers, and every one did his duty without question. The outside speakers were President Dailey and Miss Agnes Howe of the San Jose Normal School, and Edward Hyatt of Riverside. Mr. Dailey spoke on history; Miss Howe on geography and nature study; Mr. Hyatt on methods of teaching and supervision.

Some of the teachers had to come over two feet of snow to reach the institute. The proportion of men teachers in this county is unusually high, being one in five. About one-fourth the teachers of the county are from the Chico State Normal School, and more than one-third are normal trained.

Superintendent J. H. Garner, of San Benito County, called his institute at Hollister, Oct. 22-25 inclusive. The instructors were State Superintendent Kirk, Miss Anna M. Nicholson, Prof. Kauffman, Dr. Burk, Prof. Dunway, and Prof. Babcock. Evening lectures were delivered by Dr. Burk and Superintendent Kirk. The instructors gave excellent satisfaction. Their talks were practical and to the point. The subjects discussed by the institute were history, grammar and English, geography, reading and arithmetic. Superintendent Garner always has a live institute, and this was fully equal to those of past years. A discussion of the course of study finally ended in the appointment of a committee of three members for each sub-

ject in the course. These committees are to receive suggestions from the teachers in regard to necessary changes, and, before June 1, 1901, are to formulate and report to the Board of Education a complete course of study. The committees have a chance to do some very important work.

Miss Margaret Poore, of Shasta County, held her institute at Redding, October 29, 30, 31. It was a notable institute in many ways. The citizens of Redding gave a reception on Monday night that was thoroly enjoyed by all the teachers. Professor Cubberley, Superintendent Thomas J. Kirk and others spoke. Refreshments were served. Tuesday night Harr Wagner addressed a large audience on "Uncle Sam Jr." The day sessions were devoted to practical work. Tuesday was devoted entirely to the subject of "Professional Reading," under the leadership of Professor Cubberley. The teachers showed such marked appreciation of Professor Cubberley's work that a resolution was passed requesting Miss Poore to invite him back for the institute of 1901. This is the third time Professor Cubberley has attended the Shasta teachers' institute. On Wednesday the day was largely devoted to the subject of geography. A large number of the teachers took part in the discussion. The session was lively and interesting. Miss Poore is an excellent presiding officer and as superintendent is winning much praise for her progressive ministration of the schools. It was a pleasure to see a number of citizens interested in the institute. Judge Sweeney of the Superior Court and a member of the Educational Commission, Mrs. Logan, a member of the School Board and formerly Superintendent of Schools, Judge Bush and others were frequently in attendance.

Superintendent Chope, of Monterey County, called her institute to meet at Salinas October 8th to 12th, with 140 teachers in attendance. Miss English, Mr. Waterhouse, Dr. Fairbanks, Professor Lawrence, Professor Hoover, Mr. Meeker, Miss Englehardt, and Miss Conover were among the instructors. The sub-institutes which Mrs. Chope is holding thruout the county are developing some very able institute instructors among her own teachers. Among the striking and most pleasing features of the institute was the excellent exhibit of construction work done by the school children of the county, and the delightful musical selections given by local and imported talent. Mrs. Chope has the faculty of making and carrying out an interesting as well as instructive program.

Lassen Breaks the Record.

Lassen County held its Institute this year September 27th, at Bieber, which stands in one of the great cattle raising valleys of the upper Pitt River. Some of the teachers had to drive 130 miles to get there—and came through a snow storm at that—in September! They are a hardy and self-reliant lot of teachers. One lady drives eleven miles every day to and from her school, besides keeping house for the family; and her husband is sick with the rheumatism so that she has to help him put his clothes on!

The principal workers of the Institute were Professor Dixon of Bieber, Job Wood Jr., of Sacramento, and Edward Hyatt, of Riverside. Superintendent O. M. Doyle has the confidence of his teachers to an unusual degree, and he succeeds in getting them all to take part in the program—in one discussion every teacher present joined in.

After the Institute had regularly adjourned and the officers all departed, over half the teachers came together again and organized anew for a supplemental session, requesting the outside workers to remain another day. This was done, and a most spirited and lively day's work was the result, with Miss Myra Parks as chairman. Mr. Wood gave his work in geography, and Mr. Hyatt gave an informal, conversational period in practical nature study. Is there any other record of a county holding a supplemental institute, of its own accord?

Another book that is good for children from eight to eighty is Long's "Wilderness Ways." Second Series. The first series was "Long's Ways of Wood Folk."

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The Northern California Teachers' Association.

The meeting of the Northern California Teachers' Association was held at Marysville, November 1, 2, 3. There was a large attendance and a most excellent program rendered. The Executive Committee certainly deserves high praise for having presented a program that has rarely been equalled in the State. President Wheeler gave a series of talks on "Language Work." This is the first time President Wheeler has spoken on his favorite theme to California teachers. President Jordan, Dr. Burk, Dr. C. C. Van Liew, Professor Kendric, C. Babcock, E. N. Henderson, Mrs. Jennie Brothers, H. W. Fairbanks, A. W. Stamper, E. E. Miller, M. L. Seymour and others were on the program. President Reager is to be congratulated on its excellent success. Guy Stokes of Marysville was elected president of the Association for the ensuing year.

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During the past month State Superintendent Kirk has been in attendance and participated in the following Institutes. October 10, at Berkeley in joint Institute of the cities of Alameda, Berkeley and Oakland. October 22-23, at Nevada City, Nevada County; October 24-25, at Hollister, San Benito County: October 29, at Willows, Glenn County; October 30, at Redding, Shasta County; October 31, at Red Bluff, Tehama County; October 31 and November 1, at Chico, Butte County; November 1-2, at Marysville during the Teachers' Association of Northern California: November 7-8, at Modesto, Stanislau County. Owing to lateness of the Southern Pacific train in reaching Reno, Nevada, on October 16, and consequent failure to catch train at that point for Quincy, the Superintendent was obliged to return to Sacramento without filling his engagement to be at the Plumas County Institute.

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"Poems for Memorizing," is a well graded selection for all grades from the first to the eighth. The poems are compiled by Alice R. Power, of the San Francisco school department, from the list recommended by Professor Ellwood P. Cubberley. The book is neatly printed, and will be a great boon to the teacher who is always hunting for a poem for certain grades to memorize. Here is a list approved and tried. Professor Cubberley has written an introduction, and Miss Power has gathered from many sources the poems and put them together so that a teacher can always have the right poem at the right time. Price in paper, 50 cents, cloth $1.00. Address The Whitaker & Ray Company, 723 Market street, San Francisco.

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Hon. W. T. Welcker, Superintendent of Public Instruction 1883 to 1887, died recently at Berkeley. Superintendent Welcker was for many years Professor of Mathematics in the University of California.

W. H. V. Raymond, the well-known educator, has opened the Raymond Coaching School at 455 Eddy street. Mr. Raymond was the editor-in-chief of the State Series of Text-Books and is a teacher of many years experience.

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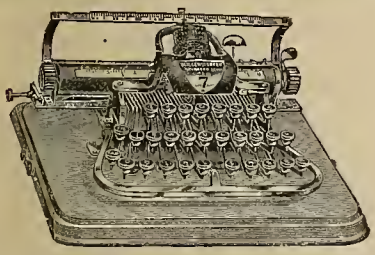

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Santa Barbara's Educational Association.

The Educational Association's work is proceeding. The one subject at present occupying the thoughts of its members is Art in Education, Art in the Public Schools. During the recent Teachers's Institute of this county a very pleasant and instructive afternoon was devoted to this subject. Several very interesting papers and talks were heard. "Pictures a Factor in Education," was discussed by Miss Moore "Art in Schoolroom," by Miss Lamb; "Schoolroom Decoration," by Miss Rich, and "The Influence of Art in Education," by Prof. Cubberley of Stanford University. As a fitting close to the afternoon, the teachers of the county were entertained by the Santa Barbara city corps of teachers at a reception held at the Anna C. Blake Manual Training School. Not only the art room but the various other apartments of the building had been made use of in the exhibit of pictures and casts. In addition to the display of water colors, photographs, photogravures, and etchings, Mr. Radcliffe Whitehead favored the Association with an interesting paper on "Art."

A little has been accomplished; it is said that not a teacher returned to her school without first having procured a print which will lend warmth and cheer to the bare walls of the schoolroom and comfort to its inmates.

At the last regular meeting of the Association, several articles on the same subject were received The teachers are striving to beautify their schoolrooms, the children are becoming acquainted with he masterpieces and lives of the masters. This cannot fail to aid in moulding their characters and destinies. The plan of the Association at present is to hold a Loan Art Exhibition. This will give the residents of the city an opportunity to view art while the door receipts will procure pictures and busts for the schoolrooms. The exhibition will probably take place next month,

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DECEMBER 1910

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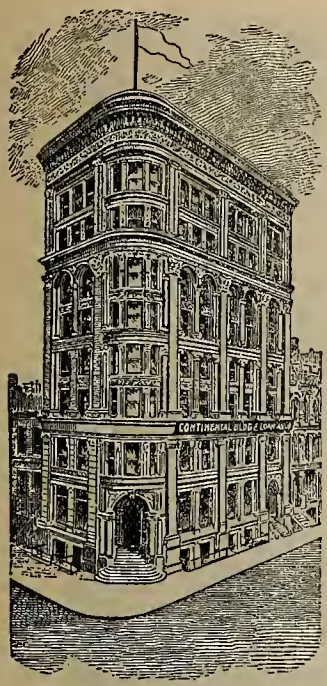

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THE WESTERN JOURNAL OF EDUCATION.

ESTABLISHED 1852.

OLD SERIES: GOLDEN ERA, VOL. XLVI. SAN FRANCISCO: DECEMBER, 1900. NEW SERIES: VOL. V NUMBER 8.

Extracts from Administrative and Scholastic Problems of the Twentieth Century.*

BY PRESIDENT CHARLES FRANKLIN THWING.

The century now closing has made rich contributions to the science and the art of the higher and the lower education, as it has to the art and the science of every form of human endeavor. It has enlarged the property of the colleges of America from a very small sum to more than quarter a billion of dollars. It has increased the annual budget for public education until it amounts to two hundred millions. It has extended and enriched the course of study, and has also diversified it to fit the needs of the individual student from the age of six to the age of twenty-six. It has uplifted, dignified, and humanized the whole system of education, primary, secondary, collegiate, graduate, and professional. These results are fixed, and for them gratitude is common and hearty.

The century now closing is turning over to the century that is beginning questions which are as significant and as essential as the questions which already have been settled. The new questions grow out of the past, and they relate to the future. They are questions at once administrative and scholastic, new and old. Such, be it said, is the progress of humanity. Every problem solved is the origin of other problems to be solved. In this method lies the hope of the race. When men have no questions to ask, not only has the lip become paralyzed, but the brain has become atrophied.

Of the many questions which the nineteenth century transmits to the twentieth, several seem to me of significant value.

The first of these questions relates to uniting in the studies and the methods of the higher education the principle of unity and the principle of individuality. The college has developed in the last third of the nineteenth century the principle of individuality. It has developed this principle largely through the elective system of studies. It has allowed, if not commanded, the individual student to select those studies which he thinks are best fitted for his own peculiar needs. It has recognized that no two men are alike

*From "College Administration," by Charles F. Thwing, published by the Century Company, New York.

any more than two leaves of the same tree are alike, as Leibnitz pointed out long ago. It is affirmed that this unlikeness is best and most adequately ministered unto through different subjects of thought and of learning. It has seen that what is one student's meat may be another student's poison, or, if not poison, it may be to the other student sawdust; and what is to one student poison or sawdust may be to another student meat and drink. The college has not failed to recognize that what is food to a student in one period of his career may not be food to him at all in the other periods of his career. All this and much more has been worked out and put on the shelves of our intellectual storehouse.

But the colleges have made but small use of the opposite principle, which is also one of the great results of the century,— namely, the principle of unity,—a principle which is not more true in the realm of nature than in the realm of mind. Man is ever the same man. The soul is ever the same soul. The mind that asks manifold questions in youth is the same mind that asks its less manifold, but hardly less important, questions of nature and humanity in its maturity. If every man is unlike every other man, it is also true that he is always unlike every other man ; he maintains his personal identity. As matter is the same matter under many forms, so man is the same man under all the changes through which he passes and which work their works in and on him.

Both the principle of unity and the principle of individuality have their special advantages and limitations. The principle of unity tends to become sameness, monotonous. It lacks picturesqueness, as applied to human character. It exemplifies the prairie in human life. It stands for one wide and far-reaching level of uniformity. Man is the same man, noble, noble; mean, mean ; great, always great ; and small, always small. One knows where to find him who embodies this principle; one forecasts what answer he will give to every question ; one anticipates what opinions he will hold under certain conditions ; and one can measure his convictions of the next week by his convictions of the last.

But this principle of unity also possesses for one's self and for humanity at large many and fine advantages. Man is like the mountains, not like the weathercock which shows which way the wind blows. He is like the eternal hills, which determine which way the wind shall blow. He is firm and fixed. He represents the conservative element of human society. There is nothing uncertain or wavering about him. He knows what he knows ; he believes what he believes ; and he needs no one to convince him of his convictions. He is typed in the force of gravitation—an element at once fixed and not fixed, which moves through all things and guides them by unalterable laws. The principle of individuality, also, is beset by corresponding advantages and disadvantages. It gives variety to life. It is the mother of interest. It is both the cause and the result of development. It stands for life ; and life is never in general, but life is always in particular, and life is always full of fascination It represents the progress of being, which is always in and through individuals. But individuality, be it said, tends to become eccentricity. If it grows into the graciousness of righteousness and

goodness and into the superlative excellence of beauty, it also grows into wickedness and into the pessimistic degradation of sin and of ugliness.

In education, as in all life and nature, these two principles of unity and individuality are to be joined. The ocean is the same ocean, although the same tides never sweep over its beaches. The sun is the same sun, although not two risings or settings are identical. The world is the same world, although no two springtimes are alike in their sweet fragrance or in their mighty and silent growths. In the higher education the two principles are to be joined. The nineteenth century has given us the principle of individuality ; the twentieth century is to associate this principle with the principle of unity as the nineteenth has not associated it. We are to learn that the boy is father to the man, and that the man is the son of the boy. We are to draw a straight line from the primary school to the professional. We are to strive to make character more consistent without making it less interesting, more solid without making it less picturesque, more conservative without causing it to become less progressive, more fixed without causing it to lose adaptiveness. The man we take off the commencement platform we desire to be the same man whom, as a boy four years before, we sent to college ; only we wish him to be finer, nobler, greater.

The union of unity and individuality as applied to the curriculum and to the student's use of the curriculum will tend to do away with that bane of our educational system, a *haphazardness* in the choice of studies. This union will give directness in aim ; and directness in aim will contribute to force in execution and administration ; and force thus used will add to consistency and general worthiness. The studies of the freshman year will be chosen in the light of the needs of the senior year ; and both years will derive their purpose from what the man desires to know, to do, and to be after his college career. This union will not simply give us studies which a man may make into a backbone, as it is usually called,—for a backbone implies also other bones running at right angles to the chief one,—but this union will give us a whole system of studies, articulated each to all and all to each, and all going to make up a consistent and vigorous personality, filled with one spirit, guided by one purpose, moved with one will, and living one life.

The twentieth century will also give us aid in determining the law of diminishing and increasing returns in studies. What this law is we have begun to learn from experimentation. We have learned that a language, be it ancient or modern, dead or alive, may continue to grow in its power over the student until he is possessed of the spirit of its literature, and of the people out of whom it grew and whom it in turn helped to create. The first three or four years in the study of Latin or Greek are the least profitable. The fifth and sixth years are, and should be, the most valuable. In the first period the study of a language is good; and it is good chiefly as a training in the important element of discrimination; and it is worthy of studying even if one pursues it no longer or further. But when one has become in a degree the master of a language, as, for instance, of the Latin, he is prepared to become a sympathetic student of these people themselves, to know what they were, to understand the institutions in which their life was

embodied, to think as they thought, to feel as they felt, to see out of their eyes, and to hear with their ears. He thus causes the life of this one nation — one of the four which have contributed most largely to our modern humanity — to become an integral part of his own life. * * *

For the solution of all these administrative and scholastic questions the nineteenth century will transmit to the new age one condition which will prove to be of value simply priceless. It is the public and special interest in education. Education has come to be recognized as one of the elemental and fundamental forces in life. It has always been an elemental and fundamental force, but it has not always been recognized as such. It now takes its deserved place with the greatest. It may now be said that it has become a stronger force than the church, of which it was formerly a function. The schoolmaster is indeed abroad. He was formerly abroad on foot; he is now abroad in the saddle; he is a commander and director and leader. In no department of life has there been a larger increase of enthusiasm or a nobler development of interest or an adoption of wiser methods. Such a condition represents the best force for the solution of the problems which the old century gives to the new.

Mental and Moral Development of the Kindergarten Child.*

PRESIDENT C. C. VAN LIEW, CHICO STATE NORMAL SCHOOL.

There are a great many things which it is desirable to accomplish in the education of the child; but we sometimes find it pretty difficult to know just *when* to accomplish them. As the conscious efforts of education have descended more and more to the earliest years of childhood, they have often carried with them an attempt to modify the child to a precocious fitness to his environment. The adult educator has usually had well in view only the end of his work as determined by adult society, — not the conditions which the laws of growth impose upon him. Hence we often come to a consciousness of attempting some things in vain. With all our refinement of methods, furthermore, and with all our enrichment of the curriculum, we find it difficult to point out just wherein the product of hot-house culture possesses power essentially superior to that of the individual who has enjoyed a larger measure of wild, free, instinctive growth, and only a limited amount of arbitrary modification.

But our experiences here have been very valuable, for they have taught us in an indefinite sort of way that somewhere, somehow, education is strictly limited. Finally we have begun to turn our eyes more seriously toward the main source of these conditions and limitations, the child.

The kindergarten has not been wholly free from attempts at precocious modification, although the philosophy of its founder has always brought his followers close to child-nature. I suspect that the difficulty, in so far as one

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exists, depends upon the conception which I have already noted above as common to all primary education. We try to construct a bridge from the individual child to adult society, and to make it as short as possible. But, in the light of modern biology and child-study, we must admit that this bridge cannot arbitrarily be shortened. In fact, nature seems to have taken pains in the human individual to lengthen it. With us infancy, childhood, and youth occupy about one-third of life. They mean not only a long period of openness to impressions, of receptivity; but also one which is genetic, subject to laws of unfolding and succession. However roughly and imperfectly we conceive it at present, there is an order of development, each step of which is conditioned by its predecessor, and conditions its successor. In dealing with these conditions it is always the problem of education to favor each step in development in its own place. Any attempt at precocious development of any power is equivalent to an attempt to produce a high order of action upon a narrow basis of experience. Yet it is most difficult to secure a recognition of this condition of educational growth in practice. For example, to touch more closely the question of the kindergarten age, Miss Harrison tells us (see *Home and School Education*, June, '99, page 510): "When we realize that the tools of the kindergarten *make the child conscious of evolution in nature* (the italics are mine) and of geometric construction in the works of man, we then, and then only, begin to realize the greatness of Froebel's Gifts and Occupations." Assuming this statement to be correct, that geometry, for example, may make the child conscious of evolution in nature, the statement, implying as it does, together with its context, that this is their function in the kindergarten age, ignores such questions as these: "How broad a basis of experience with life and the world is it desirable to have to become conscious of evolution in nature? How much of that basic experience does the child acquire in the two or three kindergarten years? At just what age ought the child to come to such broad, abstract, and highly organized interpretation or consciousness of evolution in nature? Has it been demonstrated to belong to the kindergarten age?

Similarily the very simple, crude sense-symbolism of the little child has been, and still is used to defend the practice of mystic, esthetic and ethical symbolism in the kindergarten. No one will deny the vast presence and import of symbolism in all human life, thought, and production. But that is not the moot question. In all the profound, philosophic discussions upon the value and import of symbolism which I have met, there is not a word which answers the question as to just how much and what kind of symbolism belongs to the three years of kindergarten training.

These examples and others betoken, it seems to me, two defects in the ordinary approach to the problem of training the kindergarten child. (1) A tendency to interpret the child's nature to fit a philosophy which has gone before, and (2) but slight consciousness of the true *genetic* problem in child growth. Let us, in the first place, then, institute no educative processes that can not have an unquestioned foundation in the nature of the child; in the second, let us remember that the kindergarten period both comes after and goes before; that it does not stand alone, but is closely related to the

whole genetic movement of the child's life ; that its solution does not mean a safe solution of the whole life of the child (as we so often hear), but of only one period, which may then favorably condition later periods ; that it possessess no *difinitive* reach beyond itself. In general, therefore, two things are needed by kindergartners in their present practical attack upon the problem. These seem to me to be (1) more unbiased, concrete study of the simple and normal phenomena of child-life ; (2) a broader study of the whole problem and period of education, especially of the relations of this period to others, to prevent exclusivism and isolation in practice.

It is the further function of this paper to suggest some thoughts upon the mental and moral traits of the kindergarten child, and upon the teacher's attitude in practice toward these traits.

If now we assume that the kindergarten age covers the years from three to six, we see that it follows closely the period of infancy, which covers the first three years. Some of the characteristics of infancy are still prominent in the kindergarten age. Infancy is dependent for its development largely upon the spinal cord and the lowest brain centers. It is a period of relatively marvelous increase in physical weight and stature. The problem of nutrition is dominant in infancy. There is some awakening and activity of the senses, though they have hardly reached their most marked period of nascency. Powers of movement have unfolded along the line of the very oldest heredity. The same has been true of expression. Speech has ordinarily advanced no further than the opening of the stage in which the mother tongue is imitated and used. Memory is not strong or persistent, and is confined chiefly to recognition in representation. Concept building is confined practically to this last stage of presentative cognition, plus an association of the familiar experience with the name or symbol which stands for it. In short, all mental life, whatsoever, of the infant, prior to the kindergarten age, has been a close accompaniment and reflection of the physical life. Nutrition, primitive sensation and reaction, instinctive feeling and expression, sum up for us about all that can be said of the child, mentally or morally. It is on these fundamental processes and the unstable habits of which they have left traces, that the work of the kindergarten must be based. It would seem to be a tenet, sanctioned by common sense and experience, that whatever is attempted at this age, as well as in any other, should both be founded upon faculties undoubtedly present in the child at the time, and be in direct response to the needs and instincts for development which the child displays.

The mental life of the child in the kindergarten is not to be sharply distinguished from what has immediately preceded. There is the same strong appetite of the senses and for instinctive and fundamental forms of action. But sssociated with these earlier faculties are certain special forms of instinct, which must unquestionably furnish the points of attack in kindergarten work. They represent, in fact, some of the keener interests which awaken in senses and muscles as soon as the body and its members have been brought under ordinary control. Among these I should mention the instinctive love for, or interest in, nature. There can be no doubt that we have a good basis

for the approach to nature in the keen sense-activity of the child in these years. The senses of the kindergarten child are in a period of very active and rapid development. But have we any evidence of an interest in nature which transcends mere sense activity? I believe there is abundant evidence that we have here a genuine and instinctive feeling for certain features of nature. The effort to possess and play with moving life in nature is a veritable passion with children. Sudden relief of the unexercised appetite is accompanied with expressions of ecstacy. Deprive them of their newly discovered treasures of life, and they become frantic. Hardly less pronounced is the love for plant life, especially in its effects of color. Interest in inanimate objects, such as water, shells, stones, very generally becomes first manifest through the instincts to collect and acquire. Fancifully formed and colored objects are collected and preserved. The collecting instinct leads directly to roaming and hunting. Instinctively the free child turns more and more to the great wealth of nature all about, if he can only reach it. In the future it shall be a part of the business of education, including that in the kindergarten, to see that noting prevents his reaching it.

Suffice it to say that these early-born instincts of love of nature, even of fear of some of its phenomena, of collecting and acquiring, of tramping and hunting, offer, on the side of mind growth, the priceless opportunity of the kindergarten. It matters not at this age whether he appreciates its unity or not. How can he comprehend the unity of things before he has had long and intimate experience with the things themselves? It matters not at this age whether he becomes "conscious of the evolution in nature." Grand as that consciousness must one day become to him, there is no basis for it now. Any "appreciation of unity," or "consciousness of evolution in nature," that would rise to a dignity beyond the farcical, rests at least upon comparative breadth of experience and powers of reasoning. The latter nature wisely withholds from the child at this time; the former she now desires to give him. O! that the kindergartner might appreciate this opportunity for its full value, and put faith in a large measure of nature-work! But probably as long as the doctrine is preached that Froebel's Gifts develop in the kindergarten child an "appreciation of the unity," and a "consciousness of the evolution in nature," the weaker, less active and independent practitioners are going to fall back upon the Gifts for the training of this side of the child's nature. "What should be done?" do you ask? I reply, —bring him more completely and extensively face to face with nature everywhere; forget "order" and "unity" and the "spiritualizing of realities," for a time, and teach him to *know* individuals; teach him to *love* them, to observe their growth and functions from day to day, and week to week; to appreciate their uses, to call them by their names (relying just here upon the active language development of the age); do not lug symbolism into nature, except it be a perfectly plain and notable improvement upon nature; take excursions, no matter how brief necessity may make them, and let the child revel in his rambling, hunting and collecting instincts. "But," you tell me, "some of us are so far away from nature that all this is impossible! Your kindergartners in California are peculiarly favored throughout the

year ; but what of us who belong to northern Minnesota or the heart of Chicago?" I reply,—you cannot get away from nature ; everywhere in the universe she has something for you. Ingenuity and the diversion of one half your fund for materials into more legitimate channels will solve the problem.

We have seen, on the sense side, that the mental activity of the kindergarten child rests directly upon the physical life. There is very little reflection natural to the child of this age, in the sense of any long inhibition of impressions just prior to action. At this age, mental imagery and physical activity or physical expression are constantly co-ordinate ; indeed, physical action may be called the child's natural mode of reflecting upon his experiences. According to this view, play, especially imitative and representative plays, speech, dramatization, graphic drawing, modeling in clay, building and constructing with blocks,—activities all based upon instinctive forms of reaction common and notable in this age,—are to the child functionally modes of reflection.

I know of but one apparent or partial exception to this trait of child-life at this age, and that is his attitude in listening to stories. Yet even here there are many evidences, in speech, dramatization, and the like, of preference for physical reflection ; and there are abundant evidences that many children would like to run away from the long morning circle hour before they do, to play, or draw, or act out something they have heard. In cases where restraint does not seem essential, they have been known to stop a story for the sake of self-expression.

In all these acts of physical expression, reflection, construction, etc., the essential feature to the child is freedom, spontaneity. Spontaneity of activity has no meaning if it is not summed up in a free response to instinctive forms of reaction. Whatever else may be read into the conception is a mystic product of the imagination. Spontaneity is either something definite or nothing. It is in the field of free expression, then, be it in building, painting, graphic drawing, or imitative and representative play, that the kindergarten materials, Gifts and Occupations, find their greatest functions. Though they are not a key to nature, the Gifts lend themselves readily to the constructive interest of the child. To this end they should be employed abundantly, together with many of the other kindergarten materials. There is not time to enter in detail into each one of these forms of expression. Suffice it to say that each stands close to the child's mental life and needs, and that no pains should be spared to stimulate in the kindergarten child, and to give opportunity for free efforts at self-expression in speech, in dramatization with whole body, in drawing and painting, in constructing. Let us lay emphasis upon the expression "free efforts." By this I do not mean to exclude the principle of suggestibility in the kindergarten child. The teacher, I believe, should herself use the materials, express herself, be constantly suggestive, in all the modes which are sought by the children. But she should not indulge in the painfully exact, analytic dictation exercises, which the child can only mimic. The finest touches in the child's powers of expression come to him through suggestion, unconscious imitation, as witness his speech, his gestures, face, and mannerisms. Dictation, such as I

have described above, stands as a direct violation of both instinct and spontaneity.

I suspect that the effort to anticipate certain technical requirements in art development is the cause of this abuse of dictation in the kindergarten, just as a similar but equally premature effort at technical speech development, caused the misuse of grammar in the grades. But I believe that free expression is the best starting point for artistic development. Conventional and geometric forms have little to do with beauty in art, except in architecture and decoration, and even here they are rather always servants of a large, beautiful thought. But broad art appreciation rests upon abundant sense activity, associated with memories of free movement, as well as upon powers of symbolism. These are just what nature proposes to give at this time. The effort to reflect his experiences in his own works, the many associations between visual and free motor sensations, are doing far more for him in this period than type forms can ever do, except in so far as they subserve his free constructive acts The problem is first and foremost, not one of mathematical, architectural or decorative *products*, but of fundamental associations *in the child* between eye, ear, and the other senses, and the muscles of expression. Nor does this view of the problem exclude in the least the reflection in the child's powers of expression of the finer, more spiritual traits of his environment. These higher elements, in their reflex upon character aud personality at this age, are never effective through analysis, but always through suggestion and unconscious imitation. Through these processes the environment secures the reflection of its choicest forces in the child's action ; and free, instinctive or spontaneous action is at this age the child's method of growth into personality.

The story, well chosen, may be a wholesome stimulant to the healthy mental life of the kindergarten child. But it is in determining the purpose of the kindergarten story, again, that we seem to tempt the child's moral consciousness to a top-heavy precocity. If we may judge from the nature and development of the child in this age, the story will serve a variety of purposes. Its chief and first aim, if it pretend to the dignity of a story at all, should be to give wholesome and effective amusement. Certainly this element of interest, which the adult holds to so strictly as the prime requirement in his stories, will not be ruled out of its place in the child's story. The child's plane of thought, environment, instincts, and experiences should help determine what is capable ot interesting him at this time. We must begin with Mother Goose and the jingle and work up ; but we shall not get quite to the top in the kindergarten. Then the story may be a stimulus to the child to expression,—to dramatization, play that is representative, construction, drawing and the like. Above all, it should stimulate the language powers of the child, and opportunity for their exercise should be given. Burk has called attention to the fact that the best opportunity is not the morning circle, but the more home-like moments at the table or beside the knee of the teacher, when the child feels freeer. There can be little doubt that these years should be fully utilized in language development, for they coincide with the first strong impulse of the child to acquire his mother

tongue. Incidentally the story may further the child's moral development: —I say incidentally, for the direct moral effort thru the story always defeats its own end. In so far, however, as the story may incidentally benefit the child morally, it is by a means very similar to the influences of his daily social environment. The concrete moral experiences of the story are what make the impression, not a subtle moral symbolism. For the same reason that the child's appreciation of "the unity and evolution of nature" at this time is both farcical and false, because it rests upon insufficient basis of experience, the child's attempts at moralizing, except upon the basis of authority, must result in top-heavy precepts and empty verbalism.

But this brings us, in fact, to the problem of the moral nature of the child. Here again, it would seem, we must recognize the physical nature of the question. When we have granted that every normal child *may in time develop* a certain moral consciousness and will-power, we have said about all that anyone knows of his *innate moral nature.* If we remain content, however, with this benignant assurance of an innate moral nature of some kind or other in the child, there will be little in the contents of moral philosophy which we shall not expect to find in the child at any time. Again, therefore, we shall be inclined to overlook the genetic problem; the first, second, and last in development.

We are all probably agreed that it is right for the child, as early as may be, to begin to grow into the habits, customs, and moral and spiritual consciousness of present civilization. But let the highest ideals of moral action environ him as we will, we shall find his approach to them *genetic* and reproducing the movement of the race. There seem to me to be three sources upon which ethical development in the kindergarten may proceed. They are (1) the authority of parent or teacher who represents the moral consciousness of modern life, names acts as right or wrong, thus furnishes the child with its fundamental ethical experiences, and enforces, when necessary, the obedience which looks to the establishment of habits. (2) The spirit of obedience and good-will in the child, feelings which have grown up thru its dependence upon superior power and wisdom; and (3) feelings (of somatic origin) which are the emotional accompaniment of the instinctive development of the child, such as fear, love, anger, sympathy, and the like. These sources imply certain features in all moral training at this age. The child ne ds first, moral experiences. Acts which would ordinarily seem indifferent to the child, must be labeled as right, or permitted, and wrong, or forbidden. A propounder philosophy of ethics is beyond the child, except so far as the reasons for "ought" and "ought not," may be couched in the terms of concrete present experience. There is, to the child, no other source for this labeling than the authority of parent or teacher. Herein has lain one of the strongest possibilities of the kindergarten. Its superior social environment has been able to furnish children with concrete ethical experiences; its social activities have been a direct response to the need of the child for physical reflection. This is the age also when the lesson of pure and simple obedience must be well learned. One of the most wholesome things that can happen to a child of this age is to be brought up squarely against the inevit-

able *must* of an iron will. Nor should we overlook the fact that the instinctive emotions, such as love, fear, and anger, often furnish strong motives for action, good or bad ; and make for the moral in development in proportion as they become associated with worthy and desirable ideas.

But what is, after all, the true moral plane, of the kindergarten child? Is he an egotist or an altruist? Is he a utilitarian, a hedonist, or a eudemonist? Right here, I fear, I must be outrageously unorthodox. Fortunately for the child, he is a strict utilitarian, regards pleasure and happiness as the best criteria of good, and himself as the great end of exisience. Granting without argument that altruism should be the ultimate aim of his moral development, I still think it would be a great misfortune to him if the kindergartner could in three years destroy his egotism, his selfish utilitarianism, or the predominance of his pleasure-pain motives. The pain of the disappointed self, the conflict of utility and duty, and of self with other selves, must furnish splendid experiences in ethics long after the kindergarten age. I doubt if any genuine altruistic act can be elicited from the child of four or five. The very act of throwing the arms about and loving the mother is tinged with hedonism. Sympathy with pain or sorrow is first provoked by the sadness or injury of another, the sight of which becomes painful to the child. Charity, in childhood, is as hideous as love. He coöperates with society because he has learned that it pays to do so,—and have we not, as a rule, taught him just that lesson? Primitive as these ethical principles may seem, they are just what should characterize the experiences of the child, and just what are presupposed in the development of a higher ethical consciousness in after years. The kindergarten should enforce its lessons abundantly in the concrete. The attempt at moral abstraction from literary sources, presented in story, overshoots the experience and power of the child.

Picture Study.

MRS. HOWARD L. LUNT.

Picture study is no longer "on trial" in many of our schools, but an assured factor in a complete education.

When we become aware of the fact that a love for the beautiful has been placed in every human heart, and that Art is but the outward expression of this God-given instinct, then we shall know that an education is not complete without the proper study of things beautiful. Art in our schools has a deeper meaning and a higher purpose than simply the adornment of the room with pictures, or even the enjoyment of beautiful pictures. It is a means to an end, namely, the development of high ideals in a human soul. Picture study is as truly a means of education as any other school subject.

Wm. T. Harris, United States Commissioner of Education, says: "The greatest works of Art ought to become the most familiar ones to the people. It is by this study of the motives of the artist and his use of them, that the pupil can be made to see that art is as serious as history, and even more

truthful, as containing a logical consistency in the return of the deed upon the doer."

And Dr. G. Stanley Hall has recently said: "On the whole, then, I am strongly inclined to believe that wherever we can substitute a picture for an idea, a concrete for an abstract reality, wherever we can devise a method of representing to the eye what it would take longer to teach by the ear, we are doing a real work of mental economy in this age of strain and fag for brain and nerve."

But it is not the occasional glance at the far distant picture on the wall that will satisfy. The educational value comes with the constant presence of the picture and the close contact with its beauties, till, we can not tell how, but somehow the impress of the picture grows into the soul of the child.

If we are to educate the children to the end that our nation shall have the best citizens, how can we better do it than by keeping before them portraits of eminent patriots and statesmen, that they may be constant object lessons of the truest and best that our land has known. Our historic buildings and monuments are of real value also in keeping alive the best traditions that help to inculcate a spirit of reverence in our boys and girls for our national heroes, and it all helps to train them for citizenship in our free republic.

Picture study can be correlated with many other school studies. For instance, time and effort in teaching geography may be economized by the use of pictures. Natural divisions of land aud water are more clearly and easily comprehended from a typical picture than by painfully committing verbal definitions. The Sea, by Alexander Harrison, gives a vastly better idea of the grandeur of the ocean than any definition learned from a text-book. Cerome and Merson teach the wonderful expanse of the lonely desert; go to Turner to learn of Venice, the Bride of the Sea; Thoren has helped interpret Russia; Schreyer gives us spirited sketches of the Arabs and their adventurous lives; Millet and Geoffry tell of the simple provincial peasant; and the wall paintings of the early Egyptians tell more plainly than words can of the occupation and industries of their time. Their work in brickmaking and glassblowing seems very real as depicted in their graphic style.

These beautiful pictures with which the children become familiar in childhood will grow with their growth. Happy the children who have learned to know and love Landseer's dogs, Rosa Bonheur's horses, Millet's peasants and Raphael's Madonnas. These are treasures that they will value more and more as their power for appreciation is increased and refined.

Surely we all do appreciate the fact that, by keeping before the children these ideals of art, and by bringing them in touch with the master minds, who have lived in our world and pondered its needs, we are helping them to become purer and nobler.

We should try to be filled with the message of art that we are to take to the children. Learn the subtle lessons that the masterpiece has for all those that study it.

We must endeavor always to show the children what the true artist ever feels — the beauties hidden in the common every-day things of nature and human life. It is by coming close to the heart of the beautiful that we gain that longed for culture so blessed. It goes with one into every field of activity and stays while life lasts.

Shakespeare's Julius Caesar.

"The real Julius Cæsar and Shakespeare's Julius Cæsar," paper by George K. Bingham.
[Read before the Tehama County Teachers' Institute, October 31, 1900.]

One hundred years B. C., at a time when Rome was in great prosperity; when military roads were being built and canals dug; when elegant villas lined the shores of the Mediterranean; when pictures, statues were to be found everywhere, Caius Julius Cæsar was born.

Everything indicated wealth and culture; but there was a marked decline in morals. Money was the god which everybody worshipped. Religion, with the exception of a few ceremonies and superstitions, was dead. The search after pleasure was almost universal, and often revolting in its nature.

Thus, while there was outward prosperity, there was inward decline. There were seditions among the people, luxury and pride among the nobles, and usurpations on the part of successful generals.

The republic had ceased to be one, except in name, and an aristocracy had taken its place. Under these conditions, it may have been necessary for such a man as Cæsar to arise; since the Romans, having already conquered the known world, needed a firm hand to guide them.

The verdict of all the ancient historians, of Cicero and of the Roman Senate, agrees with Brutus in declaring that Cæsar was ambitious, and that while his services to the republic were great, yet they did not offset his crime; for "Right is right since God is God, and right the day must win." If ambition, which prompted Napoleon to destroy his rivals and fill Europe with misery, simply to secure power, was wrong one hundred years ago, it was wrong in the time of Cæsar, no matter what the final outcome may have been. Ambition with genius may accomplish many things, which in themselves are wrong.

Cæsar belonged to one of the proudest of the patrician families of Rome. There was nothing remarkable about his early childhood. His uncle Marius made him a priest of Jupiter when he was only fourteen years old. This office he held all through his life, though in his later years, he believed neither in the gods nor immortality.

At the age of seventeen he married Cornelia, the daughter of Cinna. He was only eighteen when Sulla made his famous remark, viz.: "In this young Cæsar there are many Mariuses," When thirty-two years of age, he had, by the expenditure of vast sums of money, gained his way, step by step, through the offices of Military Tribune, Quæstor, &c., into the Roman Senate, the great object, at that time, of his ambition, because the Senate controlled the army, the treasury, and the provinces. His debts, at this time, are estimated at $1,500,000. His military career began at the age of forty-three, and Lord in his "Beacon Lights of History" says, "Had Cæsar died at that time, his name would have descended to our time only as a leading citizen of Rome, with nothing remarkable to distinguish him."

In the short time given me, I cannot enter into any of the details of his

campaign in Gaul, which covered a period of ten years. Plutarch says: "He used the arms of the Roman citizens to gain his victories, and the spoils gained by those victories to gain the Roman citizens." By means of his victories and the lavish expenditure of money received from the spoils of war, he gained great popularity; and, through these same victories, the barbarian invasion of Rome was delayed two hundred years.

During the ten years in Gaul, he kept himself in communication with Rome, and was planning vast schemes for power and glory.

The last period of his life, and the one with which Shakespeare deals, begins when he relinquished the few remaining promptings of patriotism for the desire of gratifying his ambition, and plunged into the Rubicon, saying sadly, "The die is cast."

The Senate feared that he would reduce their authority, elevate himself to be perpetual dictator, and substitute imperialism for aristocracy. The few virtuous men of that time, among the most conspicuous of whom were Cato, Cicero, and Brutus,—men, who added to their other virtues, that of patriotism,—joined in this fear.

Pompey, whose wife, Julia, was Cæsar's daughter, had no longer the tie of relationship to bind him to Cæsar's cause, Julia having died several years before. Cæsar defeated Pompey in the battle of Pharsalia, and Pompey himself was killed when he landed on the shores of Egypt.

The battles of Thapsus and Munda established Cæsar's power, and made him supreme, though it was at the cost of the lives of more than half the nobility and leaders of Rome, among whom were Scipio, and Cato, besides thousands of Rome's citizens.

It is true that he pardoned his enemies who survived these civil wars, for he hated cruelty and slaughter, and sought only for power. This being gratified, he could afford to be magnanimous. He used his power wisely in many ways, planning many improvements. He reformed the courts and the calendar, restored the finances, collected libraries, and built new public buildings.

On the other hand he increased the number of senators to nine hundred, appointing them himself from the army; appointing those whom he knew would vote as he willed.

Of his virtues we can say that he was brave, kind-hearted and generous, but like most men of his age, he was destitute of morals.

The hatred and jealousy of the nobles prompted them to plan his assassination, after he had held absolute sway for three years. He was already failing in health as a result of hardship and exposure in Gaul. He was seized with epileptic fits, which he gave as an excuse for not rising to receive the nobles. He also received from flatterers the homage and worship of a god.

His great desire to have the *title* of "King" as well as the power, was the immediate cause of his death. His statues about Rome were one day found to be garlanded with royal diadems, and, at one time, the people hailed him as king. The tribunes Flavius and Marullus tore off the wreaths from the statues, and caused some of the leaders to be put to death. This highly

incensed Cæsar, and the tribunes were deposed from office and public insult offered them. His own death is clearly brought out in Shakespeare's tragedy of "Julius Cæsar." Shakespeare has followed Plutarch's life of Cæsar very closely.

Hudson, in his criticism, thinks it somewhat strange that Shakespeare represents Cæsar as vain and boastful, but says very little about his virtues, and finally, he, Hudson, reaches the conclusion that Shakespeare's treatment of Cæsar is a sort of historic irony,—that he wants us to see Cæsar as his assassins saw him. But after reading Plutarch's life of Cæsar, and realizing that it was the foundation material of the play, we find it difficult to see how Shakespeare could make Cæsar anything but what he was.

Plutarch's opinion, and that of Shakespeare, as revealed in his play, have been the world's opinion through the centuries, until recently, when it has become the fashion to cover up all that is evil in man, and to find in the pages of history nothing but virtues.

The tragedy extends over a period of two years and a half; and, while Shakespeare follows Cæsar as to facts, often quoting the historian's words, he throws over all the rich mantle of a poetry all his own.

A few examples will illustrate this. Plutarch says, "Cæsar held Cassius in great jealousy, suspecting him much, and said on one occasion, to his friends, 'What will Cassius do, think ye? I like not his pale looks.'" Another time, when some one warned him of his enemies who plotted mischief, he answered, "As for these fat men and smooth combed heads, I never reckon on them, but these pale visaged and carrion lean people, I fear them most," meaning Brutus and Cassius.

Shakespeare makes him say:

> "Let me have men about me who are fat,
> Sleek-headed men, and such as sleep o'nights.
> Yond' Cassius has a lean and hungry look.
> He thinks too much. Such men are dangerous.
> Would he were fatter:—But I fear him not:
> Yet if my name were liable to fear,
> I do not know the man I should avoid
> So soon as that spare Cassius."

Plutarch says that "the extraordinary compliments and sacrifices offered to Cæsar, made him odious to people of candor." Shakespeare makes Cassius say of Cæsar:

> "And this man
> Is now become a god: and Cassius is
> A wretched creature, and must bend his body
> If Cæsar carelessly but nod on him."

Plutarch gives an account of Antony's offering Cæsar a crown;—and Cæsar, waiting for the applause of the people, is disappointed, and three times reluctantly refuses it. As he departed for home, realizing his folly in the test he had offered to the people, he tore open his collar and offered his throat to any man who would come to cut it. Later, he excuses his actions by saying, "A man who has the falling evil, has not his perfect wits."

Shakespeare puts the following words into Casca's mouth: "I saw Mark Antony offer him a crown:—and, as I told you, he put it by once; but for all that, to my thinking, he would fain have had it. Then he offered it to him again; then he put it by again; but, to my thinking, he was very loath to lay his fingers off it. And then he offered it the third time; he put it the third time by; and still, as he refused it, the rabblement hooted, and clapped their chapped hands, and threw up their sweaty nightcaps, and uttered such a deal of stinking breath because Cæsar refused the crown, that it had almost choked Cæsar; for he swooned, and fell down at it. Before he fell down, when he perceived the common herd was glad he refused the crown, he plucked me ope his doublet, and offered them his throat to cut, . . . and so he fell. When he came to himself again, he said, 'If he had done or said anything amiss, he desired their worships to think it was his infirmity.'"

Plutarch quotes Cæsar as saying, "It were better to die once than to be always afraid of death." Shakespeare makes him say:

> "Cowards die many times before their deaths,
> The valiant never taste of death but once."

The speeches of Brutus and Mark Antony bring out the weakness and strength of Cæsar's character; the one enlarging on his ambitions, the other on his services to the state and love for the people. Antony, when first he viewed Cæsar's body said, "Thou art the ruin of the noblest man that ever lived in the tide of the times."

Brutus says: "If then that friend demand why Brutus rose against Cæsar, this is my answer,—'Not that I loved Cæsar less, but that I loved Rome more. Had you rather Cæsar were living, and die all slaves, than that Cæsar were dead, to live all free men?'"

Mark Antony says: "The noble Brutus hath told you that Cæsar was ambitious. If it were so, it were a grievous fault; and grievous hath Cæsar answered it." . . . . . .

> "He hath brought many captives home to Rome,
> Whose ransoms did the general coffers fill;
> Did this in Cæsar seem ambitious?
> When that the poor have cried, Cæsar hath wept;
> Ambition should be made of sterner stuff;
> . . . . . .
> But here is a parchment with the seal of Cæsar,
> I found it in his closet, 'tis his will;
> . . . . . .
> Here is the will, and under Cæsar's seal,
> To every Roman citizen he gives,
> To every several man, seventy-five drachmas,
> . . . . . .
> Moreover he hath left you all his walks,
> His private arbors, and new-planted orchards.
> . . . . . .
> Here was a Cæsar! When comes such another?"

The appearance of Cæsar's ghost to Brutus before the battle of Philippi

is a master stroke on the part of Shakespeare, and shows that Cæsar's death had not destroyed his power. His influence causes Brutus to exclaim:

> "O Julius Cæsar, thou art mighty yet.
> Thy spirit walks abroad, and turns our swords
> In our own proper entrails."

It was the spirit of Caesar, the desire for power against which Brutus fought; but, as Hudson says, "Brutus only succeeded in striking down Cæsar's body."

Cæsar's fame increases as the years go by, and his name has justly been called by Merivale, the greatest name in history.

Industrial Art in the Public Schools.

BY HENRY T. ARDLEY.

As the term "Industrial Art" is so often misused, and cannot, I think, be found in dictionaries or encyclopedias, and is often confused with such terms as Manual Training, Decoration, Applied Art, Ornamental Design, etc., I will define it as I understand it and use it.

Industrial Art means an industry that is founded upon, or governed by art feeling and principles, depending chiefly upon art — instead of labor and material — for its value.

It does not mean trades, manufactures or building, as they depend chiefly upon labor or material for their value.

The terms Decorative, or Applied Art do not cover the same ground, as they only imply the ornamentation of something already constructed, while "Industrial Art" may also embrace the construction — if the construction is artistic. When the construction is not artistic the work is simply an industry — but not industrial art.

Thus, one man might be modeling common flower pots, and another classic vases from the very same bed of clay, but one would be an industry, and the other Industrial Art.

Manufacturing a common window sash is an "industry," but making an original stained glass window is Industrial Art.

The one is made by machinery and owes its value to the amount of material and labor involved; the other is made by hand and derives its value from its originality and artistic merit, and may be worth hundreds of dollars — while the common machine-made sash is worth but two.

The making of original designs for carpets, wall paper, curtains, etc., comes under the head of "Industrial Art," but the repetition of these same designs by machinery is only an industry or a manufacture.

You may readily see then that this term is often misused, and people give credit for "Industrial Art" when they are simply industrious—without art.

If to make a brick or a block were Industrial Art, then to make any kind of a noise would be music.

The wide scope and use of Industrial Art is practically unlimited, for anything that is useful can be made beautiful. This is illustrated in all our surroundings.

Carpets, wall paper, curtains, book covers, stained glass, furniture, dress, picture frames, jewelry, iron and brass work, table linen and table ware — in fact, nearly all the beautiful things we use are the fruit of Industrial Art.

Its refining influence and educational value is therefore so great that we cannot afford to overlook its importance to the best interests of the state.

When the useful and the beautiful are united by Industrial Art, the raw material of a state must reach its highest market value, and political economists all agree that a state's lasting prosperity depends upon this very uplifting of her raw material.

We are now large consumers of articles of art and luxury, and must either make them at home or purchase them abroad. The question of who shall produce them, is of the most vital importance to the educator and the taxpayer.

"The great problem in the industry of nations has come to be an æsthetic one — how to give attractive and tasteful forms to our productions in order to gain and to hold the markets of the world, and supply the demand made by cultivated people at home.

In order to create men and women to do this important work we must foster and encourage every branch of education that tends to develop artistic thought and manual dexterity.

For the surest way of elevating public taste and improving our industries is to educate our young people in the elements of art, and its application to industrial purposes.

Those of you who visited the World's Fair in Chicago can easily understand how wide a field "Industrial Art" covers in general education.

Three of the most important branches taught in our public schools are *drawing, manual training* and *elementary design.*

DRAWING.

I will speak of drawing first, as it is the most important as the underlying aid or element; in fact, it is indispensable in all branches of art, science and industry, as it is the language of form, and in use and importance stands next to the language of a people, and is highly educational from every point of view.

What should we know of the history of the world without the drawings of Greece and Rome, Egypt, Assyria and elsewhere. And how could the scientist describe the wonders of nature without drawings, or the student understand them?

If we tore all the illustrations from our scientific works, what would most of them be worth? Prof. Tyndall said: "One illustrated page conveys more knowledge to the student's mind than ten pages of reading matter," and Prof. Huxley called drawing "the handmaid of science."

By its means the whole world is graphically brought before us. The people and their homes, their dress, their occupations and their surroundings — everything!

And learning to draw quickens the perceptions of the pupil. He has to observe more closely — to discriminate and to analyze, and he becomes more

neat and exact in his work and can afterwards apply his knowledge of drawing to many other studies.

Upon this subject Violet-le-Duc says: "I hardly know of a career in which drawing would not be useful, if not absolutely necessary, for the very simple reason that it teaches you to see correctly, to remember what you have seen and to give form to thought." Herbert Spencer writes: "The spreading recognition of drawing as an element of education is one of the best signs of the more rational views on mental culture now beginning to prevail."

I will now say a few words in regard to the teaching of drawing in the public school. In the first place I must say that those who do not thoroly understand the subject are almost sure to take a one-sided view of it and to go to extremes, being easily influenced for and against certain systems. Hence some are teaching in a dry mechanical way from copies only — letting pupils use the rule so much that they can do nothing without it. Others — not knowing what else to do — "jump out of the frying-pan into the fire," and actually let beginners daub on paint, or draw from life — even in the nude figure — before they can draw anything else. I have been told it keeps up their interest! I should think it would. Anything so amusing must be interesting.

Astronomy might interest pupils more than mathematics, but that would be a poor excuse for skipping mathematics.

It might interest them to jump into the middle of the Pacific Ocean, but they had better learn to swim first or start nearer shore.

The five-finger exercises in music are not as interesting as an opera, but no one begins with an opera.

It would be all right to work this way if we only wanted "Impressionists"— for their work — like the beginning of the world, is "without form and void."

Now, what is needed, first of all, is a thoro grounding in elementary principles, and to give this practical foundation should be the aim of our public schools, for so very much depends upon starting the pupil in the right way, and however little is done that little should be done well.

The most useful training is that which will enable him to sketch free-hand, anything he wishes to represent the appearance or construction of.

While it is true that one can only learn to do this by drawing from nature or the object, I would not altogether condemn drawing from copy by beginners, until they have some control of their hands, but the designs should be bold and graceful, and copied free-hand.

But if pupils do not draw from the object in the lower grades, they should do so when they reach the grammar grades; and work from the object should be given and required all through the grammar and high school years, but confined to elementary work, until a thoro knowledge of light and shade, and perspective are acquired.

Such models as the cube, cylinder and sphere, and other simple forms that partake of their character, should be drawn and shaded singly and in groups. Variety may be had by introducing fruit and flowers, vases, etc.,

and by rapid sketchy work in "time-drawing," and by drawing from memory. Any teacher who understands this work can interest a class in it.

I would a thousand times sooner have a student come to me with a thoro grounding in such elementary work than one who has played at portrait work, or "painted," just to keep up his interest. And I have tried both kinds.

Drawing, as a study in our public schools, is gaining ground everywhere but it needs careful direction to be practical and successful. Its special teachers need all the help and encouragement they can get from those who understand it, and should try to work in harmony and assist each other, but not be influenced by every self-made critic who opproves or disapproves. Critics are as numerous as flies in August and sometimes know as much. But the value of a verdict depends upon the knowledge of the judge, and is a matter of experience and training instead of taste; for "taste" without training generally means *bad* taste.

DESIGN.

Now, as my time is short, I must turn to elementary designing in our public schools.

Is good original work done there, and can it be? I should say it cannot in the graded schools. Children's minds are not developed enough for original invention and creation, and it would take years of study in professional schools for teachers to prepare themselves to instruct in design.

Children may learn to alter and tinker and "patch up" a design — but are more likely to spoil an old design than to invent a new one.

But *very* elementary design may be taught successfully in the high schools, consisting of flat geometric patterns made up of lines, cross lines and "fillings." The pupil might then take some simple leaf and flower, bold and strong in outline, and learn to conventionalize them geometrically —repeat, alternate, interlace and overlap them in various bands and borders. To alter details of historic ornament, or to repeat natural forms at regular intervals is not "designing," by any means, and the pupil is shamefully deceived when told that it is.

To design they must first understand the laws that govern natural growth, and the rules that govern ornament and be able to draw. They must also understand the history of decoration (which is an education of itself). Then they must consider the purpose of the design and the position it is to occupy; whether it is to be flat or in relief, or to be carved, woven, cast, printed, etc., or if the material will be wood, cloth, paper, iron, stone, glass, clay or plaster. Then its cost must be considered, its surroundings and the period of art it must follow.

You may readily see then, that while children may learn to copy the work of others, they cannot do practical designing in the graded schools, and no one but a specialist can teach it.

But its *elements* may be taught in the high schools, and should certainly

form a part of manual training in relation to both construction and ornament, or the work will descend to manual labor only.

MANUAL TRAINING.

The tendency of "manual training" (which should be called technical training) is too much in the direction of manual labor and away from the influence of art feeling and principles, whereas if properly conducted it would be a branch of industrial art — for anything useful may be made beautiful, and we can thus elevate public taste while giving a higher class of instruction, and our pupils would then learn to appreciate the beautiful work of others, and to discriminate between the good and the bad in all their surroundings.

If manual training is to become merely the training of the hand (as the name implies) it might mean any kind of labor, but when governed by art principles it will lift its students to a higher plane of thought and feeling and place them in touch with both artist and artisan.

The arts have always flourished the most when united — when Raphael and Michael Angelo made patterns for the weavers, the potters and silversmiths; when, says Professor Clarke, "the art of the goldsmith was more precious than the gold upon which it was lavished — when the blacksmith so shaped his iron that it was costlier than silver and the weavers wove tapestries whose threads were so inwrought with the thought of great masters that they are still treasured in the palaces of kings."

"To have only the technical skill of the blacksmith or the carpenter will not suffice. It is a higher skill, a more refined form of labor, that can alone meet the coming demand, and the training to qualify workers to meet this must be absolutely artistic."

If the Republic is to take and keep equal rank with the leading nations of the world, a love of art and a knowledge of its true principles—with skill to apply them to our industries—must become well nigh universal.

You may answer that we are not making artisans, but merely "training the hand." But why not train hand and eye to greater refinement and more delicate skill, governed by artistic knowledge? You may wake up many a hidden genius to world-wide fame. I have known young students of great ability and promise to leave off manual training in disappointment because the work was purely mechanical and without the exalting influence of art.

Of course I do not mean to say that it is so here, or will be long so anywhere, but I know from many years experience in both studio and workshop — in doing the work and teaching it — that the best results must come from the combination of art and artisan — use and beauty — where the skilled hand can express what the artistic mind conceives.

It is in this way that mental and manual training may be combined effectively, and the work of construction be governed by a knowledge of beauty and harmony of form without detracting in the least from the educational value of the technical work done. If a class is constructing a table, for instance, they may as well make its lines conform to some architectural style, and the ornament, if any, should harmonize with that style. They would

learn to use the plane, saw and chisel just as well, and at the same time do work that is not all haphazard and devoid of beauty. It might just as well be truthful and beautiful as well as strong, and its maker should be taught to aspire to become an artist-artisan instead of a common laborer, for the artisan is the bulwark of the country, and we want better ones.

But of course the teacher cannot teach more than he knows, and very few have had the opportunity to fit themselves for such work. When we consider that it takes very many years to master the technical elements of a trade, and that a teacher will undertake to instruct in all this technical work, and more too, with but an actual experience of a year or two, we may easily see where the trouble lies. Of course he is not teaching a trade, but he should *understand* at least *one* trade, as he is teaching the main elements of many; and he should certainly understand, in addition, the arts that govern the trades, and their history. As all this would take at least ten years of hard work, study and travel, in addition to his academic training, he stops at the little superficial knowledge he has acquired and begins to "teach" when he is but just prepared to study.

Now, I think the educational influence of wood-carving and clay modeling are not fully realized in manual training, and are often taught by those who have a most superficial knowledge of the subject. I am willing to admit that a teacher's first art should be the "art of teaching"; still I think he should know something about the art he teaches.

Wood-carving and clay modeling not only combine both art and industry in those materials, but are the mediums through which so many others find expression, such as work in iron and brass, plaster casts, etc.

Then, as such work must be combined with a knowledge of drawing, design and historic ornament, besides the skillful use of tools, I think it is of the greatest educational value in manual training — especially where technical training is carried through the high school and the university as it should be.

On this subject the President of the great International Educational Conference held in London in 1884, said:

"The idea of a great University is not to grind a certain number of individuals in a certain limited number of studies and then invite them to write down answers to questions. But the idea of the University is to supply the highest wants of a nation in every direction — not in one

"If the best scientific teaching is to be represented, why not the highest technical education? The task of its professors is to fill every profession, and every walk of life with men who will be able to grapple with the problems they have to face — to invent and to produce, as well as to learn and investigate; to make *useful* citizens as well as educated ones."

Then, let us train those faculties together that must eventually be used together in after life. When young people go forth into the world, they are seldom asked "What do you know?" but generally, "What can you do?"

As it is the mind and hand when united that are the factors of everything useful and beautiful that we enjoy, let us train them together and avoid a one-sided education, for it is only

When the hand of man is skilled,
And his eye to beauty drilled,
And his brain with knowledge filled
— He's an educated man!

California Teachers' Association

And San Francisco Public School Teachers' Institute.

PROGRAM.

GENERAL SESSIONS — 1.30 to 4 P. M., December 26, 27, 28, Metropolitan Temple, and December 29, Auditorium of Mission High School.

ROUND TABLE WORK — 9:30 to 12:00, December 27 and 28, Mission High School.

HEADQUARTERS — Ladies' Parlor, Palace Hotel, President Thwing.

SPEAKERS.

Wednesday, December 26, "The Teacher as a Force in Civilization."

Thursday evening, December 27, "The Retrospect and Prospect in Education."

During the evening of December 27th, at Metropolitan Hall, an orchestra of thirty pieces, under the direction of Chas. M. Wiggin, will render a select musical program.

Friday, December 28, "Tools and the Man."

OTHER SPEAKERS on general program: President Jordan, Dr. Charles R. Brown, Miss Lillie J. Martin, Mayor James Phelan, Superintendent James A. Foshay, Superintendent R. H. Webster, C. W. Mark.

EXCELLENT MUSIC to be supplied.

USUAL reductions in railroad and steamship rates.

RAILROAD SECRETARY, Mr. F. F. Bunker, 2154 Russell Street, Berkeley, Cal.

The Philological Association of the Pacific Coast holds its sessions on the same dates and invites all members of the State Teachers' Association to participate, particularly in the evening session of December 28th, which is devoted to an address by President Benjamin Ide Wheeler.

The Kindergarten Association contemplates a special reception to visiting teachers.

Miss Lillie J. Martin's address will be particularly interesting owing to the attitude of clubs, educators, etc., in reference to the subject of schoolroom decoration: "Art in the Schoolroom from the Standpoint of a Psychologist." Miss Martin leaves immediately to take the place of assistant to Professor Sanford in the Psychological Laboratory at Clark University. She has recently been appointed associate professor of psychology at Stanford University and given a leave of absence until August, 1901.

Department of School Administration.

Chairman, H. M. Bland, San Jose State Normal School; Secretary, Capt. H. Ford, Colusa.

1. Report of Committee upon School Supervision.....
.....Chairman Joseph O'Connor, Principal Mission High School
Discussion opened by C. W. Mark, President San Francisco Board of Education.
2. Report of Committee upon Examinations.....Chairman C. W. Childs, San Jose
Discussion opened by A. M. Ayers, Modesto.

Department of Child Study.

Chairman, Dr. Frederic Burk, San Francisco; Sec., Miss Clara Vostrovsky, Modesto

The work of this section will be confined for this session to the general topic, "The Course of Study in Secondary Schools from the Standpoint of Child Study."

THURSDAY, DECEMBER 27.

I. The Problem Stated.....
.....Frederic Burk, President San Francisco State Normal School
2. Psychological Factors in Adolescent Education.....
.....C. C. Van Liew, President Chico State Normal School
3. The Function and Scope of History in Secondary Schools.....
....F. H. Clark, Head of Department of History, Lowell High School, S. F.
4. The Function and Scope of Literature in Secondary Schools.....
..Watson Nicholson, Head of Department of English, Redlands High School
5. The Function and Scope of Foreign Languages in Secondary Schools .....
.....Leon Richardson, Associate Professor of Latin, University of California

6. The Function and Scope of Science in Secondary Schools.....
..... Frederick Slate, Professor of Physics, University of California
7. The Scope and Function of Mathematics in Secondary Schools.....
E. N. Henderson, Head of Department Psychology, Chico State Normal School

FRIDAY, DECEMBER 28.

The second session will be devoted to a general discussion of the subjects and papers presented during the first session.

The discussion will be led by the following:

W. Scott Thomas.....Principal Merced High School
W. H. Housh.....Principal Los Angeles High School
M. C. James..... Principal Berkeley High School
E. M. Cox.....Superintendent of Santa Rosa Schools
C. C. Hughes.....Superintendent of Alameda Schools
Benjamin Ide Wheeler.....President University of California
Elmer E. Brown.....Professor of Education, University of California
Fernando Sanford.....Professor of Physics, Stanford University
Ellwood P. Cubberley.....Associate Professor of Education, Stanford University
Henry T. Senger.....Associate Professor of German, University of California
W. A. Merrill..... Professor of Latin, University of California
T. L. Heaton.....Assistant in Pedagogy, University of California
David Starr Jordan.....President of Stanford University

Department of Music.

Chairman, Mrs. Juliet Powell Rice, Santa Barbara; Secretary, Miss Estelle Carpenter, San Francisco.

1. Ear Training and Mind Culture....Dr. Edwin D. Starbuck, Stanford University
2. Music and Educational Method....Dr. Elmer E. Brown, University of California
Discussion opened by Miss Emily M. Hodge, Supervisor of Music, Stockton.
3. Essentials of Music..... { Miss Lida Lennon, Chico Normal School; Miss A. Regan, Noe Valley School; Miss S. J. Jones, Agassiz School; Miss C. M. Mills, Cooper Primary School }
4. Music in the County Institute.....Mrs. W. S. Edwards, Santa Barbara
5. The Child Voice.....Percy A. R. Dow, Supervisor of Music, Haywards
6. What is Accomplished in Music by Children in the Chicago University...
..... Mrs. Juliet Powell Rice, Supervisor of Music, Santa Barbara
7. Music in Rural Districts and Small Towns.....
.....S. W. Mountz, Supervisor of Music, Fresno

During the session several musical selections will be rendered under the direction of Miss Estelle Carpenter, Supervisor of Music, San Francisco.

Department of Nature Study.

Chairman, Edward Hyatt, Riverside.

FIRST DAY.

Some Plans in Nature Study explained by those who use them.

1. Aquaria in Schoolroom..Effie B. McFadden, San Francisco State Normal School
2. Keeping and Using a Weather Record.....Ora Boring, Palo Alto High School
3. Our Experiment With Bees.....Ellen Gibbs, Oakland Schools
4. Common Spiders.....Bertha Chapman, Oakland Schools
5. Trees.....Helen Swett, Alameda

SECOND DAY.

Some of the Larger Phases of Nature Study.

1. Home Geography.....Harold W. Fairbanks
Richly illustrated by lantern slides photographed from nature by Dr. Fairbanks in his field studies in California.
2. Nature Study in a Summer Camp..... William W. Price, Agassiz Hall, Alta

3. Photomicrographs from Southern California..... B. W. Griffith, Los Angeles
Richly illustrated by lantern slides of some of the striking work done by Mr. Griffith.

The laboratory of the Mission High School is a convenient place to show practical devices, materials, results, to those interested in Nature Study. Every one is invited to bring something, no matter how little, to add to this exhibit—it may be just the one thing that some fellow-teacher needs to see.

Department of Kindergarten.

Chairman, Mrs. Pauline Dohrmann, Stockton; Sec., Miss Obarr, Sacramento.

THURSDAY, DECEMBER 27.

1. The Rights of Kindergarten as a Part of the State Educational System, and the Ways and Means for Supporting Kindergarten and Whence They Come.... .....Ellwood P. Cubberley, Stanford University
2. The Effects of Kindergarten Instruction on Later Development as Proved by Observation and Research.....Dr. Edwin Starbuck, Stanford University

Department of English.

Chairman, A. E. Kellogg, Vice-Principal Lowell High School;
Secretary, Miss Minnie Coulter, Santa Rosa.

THURSDAY, DECEMBER 27.

1. Does the English Training in our Schools Adequately Cultivate a Sympathetic and Genuine Love of Literature? *a.* What are the chief Prerequisites of Such an Aim? .....T. L. Heaton, University of California.
b. What are Some of the Chief Defects in our Present System and the Remedy? ... .Dr. Frederic Burk, President San Francisco State Normal School
Discussion opened by J. B. McChesney, Principal Oakland High School.
2. Intensive and Extensive Study of Literature--Proper Relation of the One to the Other and the Practical Bearing in English Work.....
Professor C. B. Bradley. University of California; Miss E. A. Packard, Oakland High School; Miss Josephine Bristol, Redwood City High Schoo
3. Home Reading ... .
a. Underlying Principles of Selection and Management..... .....
.....Mrs. E. E. Greeman, Oakland; Miss L. L. Taft, Alameda.
b. Practical Management of Home Reading—an Experience.....
....A. H. Suzzalo, Principal Longfellow School, Alameda.
Discussion opened by Miss Jane Seymour Klink, San Francisco.

FRIDAY, DECEMBER 28.

1. How may a Genuine Expression-Impulse be Secured and Maintained in Oral and Written Work? How and When Should Correction and Criticism be Made?..... ....
Charles C. Hughes, Superintendent of Schools, Alameda; Miss Irene ....Hardy, Assistant Professor of English, Stanford University
Discussion: E. M. Cox, Superintendent of Schools, Santa Rosa; P. M. Fisher, Principal Central High School, Oakland.
2. Certain Adjuncts to Expression.....
a. In What Grades and to What Extent may Original Pictorial Expression be Helpful Toward Original Verbal Expression ?..... .....
.....Mrs. C. R. Pechin, Principal Cooper Primary School, San Francisco
b. Use of Pictures in Oral and Written Work .....Mrs. M. E. Floyd, Santa Rosa
c. The Development of the Power to Visualize in its Relation to Oral and Written Work..... .....Miss Minnie Andrews, Modesto
Discussion opened by Mr. Tracy R. Kelley, Lowell High School.
3. Aims and Methods in Word Study. What Study is Profitable in,—
a. Elementary Schools.....Miss Isabel Frazee, San Diego State Normal School

b. Secondary Schools..... ....Miss Florence Barthing, Berkeley High School
Discussion opened by Azro L. Mann, Principal Denman School, San Francisco.

Department of High School Science.

Chairman, S. P. Meads, Oakland High School; Sec., Miss Helen Swett, Alameda.

THURSDAY, DECEMBER 27.

1. Distribution of Life.....Fred. W. Koch, Oakland High School
2. Discussion.....
3. Chemistry in Secondary Schools..Prof. Geo. M. Richardson, Stanford University
4. Discussion.....
5. Laboratory Work in Botany...Dr. W. J. V. Osterhout, University of California
6. Discussion.....

FRIDAY, DECEMBER 28.

1. Some Fruitful Laboratory Experiments in Physics.....
.....P. L. Tompkins, Lowell High School
2. Discussion.....
3. The Importance of the Quiz on Text, Lecture and Laboratory Work .....
.....Professor Frederick Slate, University of California
4. Discussion.....
5. To What Should High School Science Lead.....
.....President David Starr Jordan, Stanford University
6. Discussion.....

Department of Classic and Modern Languages.

Chairman, Professor Julius Goebel, Stanford University,
Secretary, W. Z. Kipp, Stanford University.

FIRST DAY—CLASSICS.

1. The Attainments of the Preparatory Teacher of Latin.....
.....Professor E. M. Pease, Stauford University
2. Homeric Hiatus.....Professor Edward B. Clapp, University of California
3. The Teaching of Elementary Latin.....
.....W. Scott Thomas, Principal Merced High School
4. Greek Prose Composition .....Professor A. T. Murray, Stanford University

SECOND DAY—MODERN LANGUAGES.

1. Suggestions to Teachers of German...Prof. A. Putzker, University of California
2. The Failure of the Accrediting System.....
.....Professor Julius Goebel, Stanford University
3. The Teaching of Modern Languages in the Secondary Schools of Germany and of this Country.....
.....Professor W. Zimmerman, Polytechnic High School, San Francisco
4. The Language Reader as the Center of Instruction.....
..... Professor K. Rendtorff, Stanford University

Department of Manual Training and Drawing.

Chairman, James E. Addicott, San Jose State Normal School; Secretary, Ronald P. Gleason, Oakland.

THURSDAY, DECEMBER 27.

1. Opening Remarks .....James S. Addicott
2. Relation of Drawing to Manual Training.....
....Walter A. Tenney, Supervisor of Drawing and Manual Training, Fresno
3. Color Work in the Public Schools.....
..... C. P. Neilsen, Supervisor of Drawing, Alameda

4. Discussion: Should the Drawing Taught in the Public Schools Tend to the Industrial Arts or the Fine Arts?... ....
   Miss Calthea Vivian, San Jose State Normal School; Miss Katharine M. Ball, Supervisor of Drawing in Grammar Schools, San Francisco; F. H. Meyer, Stockton; Miss Dee Beebe, Supervisor of Drawing in Primary Schools, San Francisco; Mr. D. R. Augsburg, Supervisor of Drawing, Oakland; Mrs. C. P. Bradfield, Supervisor of Drawing, Los Angeles..... .....
5. Address....Arthur F. Matthews, Mark Hopkins Institute of Art, San Francisco
6. Address .....:..... .....Hon. Irving M. Scott, San Francisco

FRIDAY, DECEMBER 28.

1. Legislation Regarding Manual Training in the Different States..... ....Ronald P. Gleason, Central High School, Oakland
2. Domestic Science in the Public Schools..... ...
   Miss Kate E. Whitaker, Supervisor Cooking, Public Schools, San Francisco
3. The Relation of Manual Training to the Curriculum.....
   Cree T. Work, Supervisor Manual Training, Public Schools, San Francisco
4. Discussion: Should the Manual Training Taught in our Public Schools Tend to Industrial Pursuits or Merely to General Culture?.....
   Edward T. Hewitt, California School of Mechanical Arts; Olcott Haskell, Hitchcock School, San Rafael; E. P. Snyder, Supervisor Manual Training, Alameda: F. A. Gardner, Polytechnic High School, San Francisco

A Comprehensive Exhibit of Manual, Technical, and Art Work done exclusively by pupils in the regular course of work since January I, 1900, all work clearly numbered, showing the sequence of progression, and so grouped that the division into grades and years may readily be seen.

Chairman, Edward T. Hewitt, California School of Mechanical Arts, San Francisco; Ronald P. Gleason, Oakland; Paul A. Garin, San Francisco; Cree T. Work, San Francisco; Miss Katharine Ball, San Francisco; Miss Dee Beebe, San Francisco; Miss Kate E. Whitaker, San Francisco; Miss Marea Van Vleck, San Francisco; Miss M. L. Crittenden, San Francisco.

Department of School Hygiene.

Chairman, Dr. F. B. Dresslar, University of California; Secretary, Elmer E. Nicholls, Principal Lorin Schools.

FRIDAY, DECEMBER 28.

1. Medical Inspection of Schools..... ....
   .....Dr. Edward von Adelung, Medical Department, University of California
   Discussion.
2. Systems of Ventilation for California.....Principal W. H. De Bell, Berkeley
   Discussion.
3. How Much Home Work Should Teachers Require of Grammar Grade Pupils? Why?...: ....Superintendent E. M. Cox, Santa Rosa
   Discussion.

Department of the California Association of Teachers of History.

Chairman, George Elliott Howard, Stanford University; Secretary, Mrs. Rose V. Winterburn, Stockton.

THURSDAY, DECEMBER 27.

1. History in the Grammar Grades..... . .
   ...Mrs. Rose V. Winterburn, Supervisor of History and Literature, Stockton

Discussion: Dr. Frederic Burk, President San Francisco State Normal School; Miss Agnes E. Howe, San Jose State Normal School; Miss Jessie R. Smith, Santa Rosa; Superintendent C. C. Hughes, Alameda.

2. Demonstration Lesson in History to a Class of Eighth Grade Pupils.....
.....Miss A. T. Campbell, Vice-Principal Broadway Grammar School
Discussion opened by Miss Lucile Eaves, Stanford University.

3. History in the Lower Grades According to the new "Courses of Study for San Francisco".....Professor Ellwood P. Cubberley, Stanford University
Discussion opened by Arthur W. Ellis, Santa Cruz High School.

FRIDAY, DECEMBER 28.

1. .....Dr. W. S. Ferguson, University of California
Discussion.

2. The Study of Economics in the High School.....
.....Morris Elmer Dailey, President San Jose State Normal School
Discussion: David Hutton Webster, Principal Santa Paula Schools; Miss Jennie E. Wier, University of Nevada.

3. Selection of Work for High School Grades.....
..... Fred. H. Clark, Lowell High School, San Francisco
Discussion opened by Miss Grace M. Fisher, Oakland High School.

Department of Receiving Class Work.

Chairman, Miss Margaret McKenzie, Hancock School, San Francisco.
Secretary, Miss Mina J. Houston, Denman School, San Francisco.

THURSDAY, DECEMBER 27.

1. The Three R's in the Receiving Class, with class demonstration.....
....Mrs. R. Hazleton, Denman School, San Francisco. Discussion

2. The Art of Reading, with class demonstration.....
Mrs. Virginia Troyea, Starr King Primary School, San Francisco. Discussion

FRIDAY, DECEMBER 28.

1. Progressive Penmanship, with class demonstration ... .
Mrs. R. Hoogs. and Miss Lastreto, Hancock School, San Francisco. Discussion

2. The Value of the Receiving Class in the Educational Structure .....
..... .Miss Margaret McKenzie, Hancock Grammar School, San Francisco

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Academic Freedom.*

BY ELMER ELLSWORTH BROWN, UNIVERSITY OF CALIFORNIA.

The first half-century of our own Republic saw the beginnings of a remarkable movement toward public control of education in all of its grades. Particularly in secondary and higher instruction the change of sentiment within that period was highly significant. At the outset, institutions of learning were very generally controlled by self-perpetuating boards of trustees, acting under charters granted or confirmed by the several States. Not infrequently state aid was granted in considerable amounts to these institutions and no condition of state control was added to such grants. For a time such institutions increased rapidly in numbers. Finally there arose an insistent demand that institutions of learning be under public direction and control; a demand which found expression in the Dartmouth College case, in the establishment of the University of Virginia, and in the beginnings of the high school movement. For the past three-quarters of a century, we

*This discussion by Dr. Brown on "Academic Freedom," is an extract from an article published in the Educational Review, March 1900. It is certainly of vital interest at this time when so much has been published in reference to the resignation of Professor Ross, of Stanford University. Dr. Brown touched the question with the pen of prophecy.

have seen schools of secondary and higher education growing up under systems of public administration, alongside of other schools which, however public in other respects, are under one form or another of private control. This is undoubtedly a part of the great movement which was sketched in the earlier portion of this discussion; and it is but fair to put to it the question which has been put to the movement as a whole, whether or not it tends to real freedom of instruction.

This question cannot be answered with a toss of the head. The two types of administration both have dangers of their own. The management of a school or college by a private corporation may readily tend to a kind of harmful isolation, to abstraction, to servitude under the dead hand of its own traditions, varied by occasional subjection to the irresponsible vagaries of erratic instructors. Such institutions need the shock of close contact or even conflict with other institutions and with the varied life of the people, for which their form of government does not of itself provide.

On the other hand, the school or college under public control may be unduly exposed to such shock. The danger here is not that the school will be subject to change, but that it will suffer from too abrupt and frequent change.

The demand for public control, as it appeared in the early part of this century, was in part a protest against ecclesiastical influence; but it was perhaps quite as much an expression of the purpose to make public schools directly responsible to the public to which they ministered. But, as we have seen, an increase of responsibility is an approach toward real freedom; it being impossible that an irresponsible institution, if such a thing exists, should be really free. A mistake has been made, however, if public control is to mean that schools and universities must reckon with the first thoughts of the public. All will be well if their reckoning is to be with the public's second thought. First thoughts are too often exciting to the point of intoxication. In such a case, educational institutions may well appeal from Philip drunk to Philip sober. Their strength is in the second thought, which they promote and encourage.

When a change of the party in power in a given State is immediately followed by sweeping changes in institutions of public instruction; when these changes involve the removal of competent and irreproachable teachers and the appointment in their places of others who are no better as teachers but are, personally or politically, allied with those who are for the time in control of the State government; especially when thoughtful and capable teachers of history or of economics, whose personal convictions ally them with the defeated party, are summarily displaced by others who belong to the party in power — in all such cases the proper interests of education suffer violence. The ultimate outcome cannot but be bad for the State as well as bad for the schools. Any plan of organization which gives opportunity and encouragement to such practices is bad.

On the whole it seems fair to say that the movement toward public control in this country as in others is a step in the direction of academic freedom — of academic freedom which is one with academic responsibility. The importance of this movement to our national life can hardly be overesti-

mated. But schools and universities under private control cannot be dispensed with. If such did not exist, the public welfare would demand their establishment; for times will inevitably appear in our national life when the immediate pressure of governmental control will unduly restrain our State institutions. Nor can we suppose that the schools of the churches, where these exist, will not have their call, now and again, to take up the theme and speak some free word of instruction which other institutions at the time fail to utter. John Stuart Mill was clearly justified in the contention that there should be no monopoly in education, whether of the government, of the clergy, or of philosophers

This question of academic freedom is intimately bound up with the question of freedom of the press, of the sciences, of the arts. In our university organization of the future, these several interests may be found more and more incorporated in the system of educational administration. Here we find some of the highest concerns of the state which cannot be compressed into mere governmental forms, which must grow up alongside of governments in a kind of independence which makes possible the best sort of co-operation.

In America the improvements which are the most urgently needed in scholastic organization are such as will protect public schools against hasty and whimsical change; and will keep all other schools in close touch with the interests of the state — maintaining and increasing in them the sense of public responsibility. With such changes, both types of administration will tend toward the middle ground which may be expected to be most favorable to real liberty. The danger most to be feared in institutions of both types is internal, and appears in an inordinate desire for material prosperity. Nothing will more effectually stop the mouth of teachers whose utterances may be expected to check the inflow of funds for buildings and endowment. It is not necessary to maintain that wealthy patrons of educational institutions attach servile conditions to their gifts. It is a notable fact that this is very rarely the case. It is much more commonly the fear on the part of faculties and managing boards that frank utterance will lessen the income from gifts, which really impairs the freedom of teaching. Where this consideration merely restrains teachers from imposing private opinions upon their classes in the guise of instruction, its operotion may be good. Where it restrains them from presenting well-established results of scientific research, its operation is wholly bad. And who shall draw the line between these two kinds of restraint?

After all is said and done, academic freedom cannot be expressed in formulas nor secured by mere systems of administration. It belongs to men who deserve it for pre-eminent worth and command it by the courage of well-reasoned conviction. No sort of freedom is worth having which can be marked out by fixed lines or maintained by inferior men without a struggle. It is a part of the mission of educational institutions to take their place and play their part in the conflicts which are necessary to the life of the peoples; and when their part assumes the part of a struggle for the right to teach the truth as they find it, the conflict itself may prove their best means of persuading men that truth is worth fighting for.

Problems Which Confront Normal Schools at The Opening of the Twentieth Century.

PRESIDENT EDWARD T. PIERCE, Ph.D.,
State Normal School, Los Angeles, Cal.

Since the purpose and province of normal schools is to train teachers they must of necessity keep in mind the public school and its problems, and in doing this must be important centers of influence in shaping the education of a large majority of the citizens of the republic. But until they decide on more uniform requirements for entrance, and a more definite course of training, they cannot assume their true and rightful position in the educational scheme of the country. One problem of importance, therefore, which confronts normal school men is to agree on some general type of school that shall become as definitely technical as is a school of medicine or law. At present the term "normal" suggests almost as many courses of study as there are schools by that name. To the applicant for admission might well come any of the following questions: Must my education be equivalent to that of a high school graduate, or may I enter directly from the common school? What is the length of course? Are there differing courses leading to differing ranks of certification? Are either of these courses further subdivided, as "English," "Scientific" or "Classical"? Has the school a department of Manual Training? Is it a school in which distinctly scholastic preparation precedes professional training, or one in which the entire work is made technical? Is the training school a real public school having all the grades, and thus presenting, as near as possible, conditions of actual school work, or is it composed of a limited number of selected pupils? Do students begin practice work as soon as they enter the school, or do they wait until they have gained a foundation for success in teaching through a study of psychology and pedagogy? If a supposed sufficiency of culture is required before admission how is the time outside the training department employed? Is it occupied in the discussion of the general problems of education, leaving students to repair, as best they may, any deficiency in the necessary knowledge of subject-matter, or does it also include discussions in special pedagogy, involving a review of the subjects pursued in the public schools? If the school gives a part of its course definitely to scholastic training has it departments with distinct and separate faculties having little interest in common, one to teach subject-matter, one to teach pedagogy, and one to direct the art of teaching; or, are all members of the faculty teachers of pedagogy and critics of certain phases of work in the practice school? These questions would receive various answers from different normal school presidents. What combination of all the varied plans will give the best training for teachers? This question presents one problem common to all normal schools. The process of its solution should draw all normal faculties closer together in their purpose and work till a concensus of opinion will

make it possible to adopt a general plan toward which all can work in their efforts to elevate the teaching force of the land.

In the meantime there are some questions calling for the consideration of each school as a unit. Each school has before it, first, the problem of shaping the character of its work so as to make it distinctly professional from first to last, a difficult but not impossible task in the ordinary normal school. This requires, even with students of broad scholarship, a review of the subjects in the public school curriculum, and their consideration from the teacher's point of view. Nor is the pedagogical view of each subject sufficient, it must also be considered in its relation to others in the curriculum. How to bring about this unity among the members of the faculty, how to lead all to work as a complex and yet well-articulated organism, is one of the vital problems of normal school management. What is the binding force that will insure this unity of purpose on the part of both teachers and students? Should it not be active interest in the training school expressed in full and free discussions in the *Faculty Seminar?*

That a large training school is a necessary adjunct to every normal school is generally admitted. However, in most schools this department is as distinct from the so-called normal department as if it were a separate institution. In what way shall it be made the center of activity of the whole school? How shall its needs and the work of the students in it become the moulding influences underlying the work of every member of the faculty? When all who enter the normal school are either high school or college graduates this problem will be greatly simplified. It need not then be thought necessary to make a distinction between normal and training department, between "subject teachers" and "critic teachers." Only by doing away with such distinctions can the strictly professional school be built up. With this accomplished the problems of the training department become the problems of the whole normal school; and these are limited, as already suggested, only by the problems involved in elementary education. The work of the training school will no longer be restricted to that of a mere practice department. It will become the central laboratory of the public school system where educational theories will be proved true or false, where educational method will be tested and established, where the most opportune periods of mental development will be determined and utilized. In short, all the problems of training for citizenship that should come to the teachers of the land must come to the whole normal school faculty. For solution? No! But to inspire their instruction and make child-study a living force thruout the entire work of the school. Can the training school be made at the same time a field for such study, a model school and a practice school, or must different departments for these different purposes be maintained? This is another important problem in normal school work.

Beyond all this there remains the problem of securing the right attitude toward their work on the part of the students in training. How shall this professional work be conducted so as to broaden instead of narrowing them? How shall they be led in their teaching habitually to consider principles and the individual child instead of depending upon devices and formal plans?

The questions proposed above suggest a few of the problems before normal school men as I see them. The limits of this article preclude the suggestion of many more nearly or quite as important. No problems apply with equal force to all normal schools. Some have before them one set and some another. The questions for solution before any normal school depend largely on its possibilities and the pressing needs of the community for whose benefit it is maintained. And tho all normal school problems will never be solved by any president or faculty, still the process of solution should ever be the motive to urge them on to greater excellence and toward a more perfect fulfillment of their exalted mission.

The Resignation of Dr. Edward A. Ross, of Leland Stanford Jr. University.

[The resignation of Dr. Edward A. Ross from the head of the department of sociology, Stanford University, has been the most discussed topic of the month. The daily newspapers devoted columns, editorial and news, to the subject. There have been so many statements made in behalf of both sides of the controversy, and much hysterical rhetoric on academic freedom, that we have thought it wise to add nothing to the discussion except to record the signed statements of Dr. Ross and President Jordan.—THE EDITOR.]

THE STATEMENT OF DR. EDWARD A. ROSS.

"DEAR DR. JORDAN: I was sorry to learn from you a fortnight ago that Mrs. Stanford does not approve of me as an economist and does not want me to remain here. It was a pleasure, however, to learn at the same time of the unqualified terms in which you had expressed to her your high opinion of my work and your complete confidence in me as a teacher, a scientist and a man.

"While I appreciate the steadfast support you have given to me, I am unwilling to become a cause of worry to Mrs. Stanford or of embarassment to you. I, therefore, beg leave to offer my resignation as professor of sociology, the same to take effect at the close of the academic year 1900–1901.'

"When I handed in the above Dr. Jordan read me a letter which he had just received from Mrs. Stanford, and which had, of course, been written without knowledge of my resignation. In this letter she insisted that my connection with the University end, and directed that I be given my time from January 1st to the end of the academic year.

"My resignation was not acted upon at once and efforts were made by President Jordan and the president of the board of trustees to induce Mrs. Stanford to alter her decision. These proved unavailing, and on Monday, November 12th, Dr. Jordan accepted my resignation in the following terms:

"I waited till now in the hope that circumstances might arise which would lead you to a reconsideration. As this has not been the case, I, therefore, with great reluctance, accept your resignation, to take effect at your own convenience. In doing so, I wish to express once more the high

esteem in which your work, as a student and a teacher, as well as your character as a man, is held by all your colleagues.'

"My coolie immigration speech is not my sole offense. Last April I complied with an invitation from the Unitarian Church of Oakland to lecture before them on 'The Twentieth Century City.' I addressed myself almost wholly to questions of city growth and city health, and touched only incidentally on the matter of public utilities. I pointed out, however, the drift, both here and abroad, toward the municipal ownership of water and gas works, and predicted that, as regards street railways, American cities would probably pass through a period of municipal ownership and then revert to private ownership under regulation. My remarks were general in character, and, of course, I took no stand on local questions. Only months of special investigation could enable me to say whether a particular city like Oakland or San Francisco could better itself by supplying its own water or light. Yet this lecture was objected to.

"Last year I spoke three times in public — once before a University extension center on 'The British Empire'; once before a church on 'The Twentieth Century City,' and once before a mass meeting on coolie immigration. To my utterances on two of these occasions objection has been made. It is plain, therefore, that this is no place for me. I cannot with self-respect decline to speak on topics to which I have given years of investigation. It is my duty as an economist to impart, on occasion, to sober people, and in a scientific spirit, my conclusions on subjects with which I am expert, and if I speak I cannot but take positions which are justified by statistics, and by the experience of the Old World, such as the municipal ownership of waterworks, or the monopoly profits of street car companies; or by standard economic science, such as the relation of the standard of life to the density of population.

"I have long been aware that my every appearance in public drew upon me the hostile attention of certain powerful persons and interests in San Francisco, and they redoubled their efforts to be rid of me. But I had no choice but to go straight ahead. The scientist's business is to know some things clear to the bottom, and if he hides what he knows he loses his virtue.

"I am sorry to go, for I have put too much of my life into this University not to love it. My chief regret in leaving is that I must break the ties that bind me to my colleagues of seven years, and must part from my great chief, Dr. Jordan. EDWARD A. ROSS."

LELAND STANFORD JUNIOR UNIVERSITY,
Stanford University, Cal., November 27, 1900.
(Office of the President.)

Mr. Harr Wagner, 723 Market Street, San Francisco, Cal.—

DEAR SIR: The only statement which I have made to the newspapers is the following:

"In regard to the resignation of Dr. Ross it is right that I should make a further statement: There is not the slightest evidence that he is 'a martyr to freedom of speech.' Nor is there any reason to believe that his with-

drawal has been due to any pressure of capital or any other sinister agency. I know that Mrs. Stanford's decision was reached only after long and earnest consideration and that its motive was the welfare of the University, and that alone. To quote her own words: 'My decision has not been the result of any hasty conclusion, but of disappointment, reflection, and prayer.'

"Very truly yours,

"DAVID S. JORDAN."

The Opportunity of the College President.

BY PRESIDENT DAVID STARR JORDAN IN "IMPRESSIONS" FOR DECEMBER.

The newest, potentially greatest, and most American of all professions finds its first handbook in Dr. Thwing's new volume, *College Administration.* There have been college presidents in America for two centuries and more, and there have been in other countries functionaries whose duties seem to correspond with theirs. But till now no one has ever laid down the laws which govern their operations. In the present volume the various problems connected with college administration in America are taken up one after another and treated in Dr. Thwing's luminous fashion. Out of the seven chapters of this work we may select as of exceptional interest and importance that on the college president. For the first time the causes of success and failure in this position have been adequately set forth. For the first time have the compensations which go with its trials received adequate literary recognition. It is the natural end of the college president, one of the greatest of them has said, "to be nibbled to death by ducks." But as an antidote to this painful process Dr. Thwing recognizes the seven great sources of satisfaction which must come to every wise college president. First among these is "the opportunity of living with youth. Youth is vital, it is hopeful, it is picturesque." "Whether admirable or ridiculous, it is always interesting." Second, the "opportunity of living with scholars and gentlemen." Third, the "opportunity of meeting the best people on the best side." It is the best people, rich and poor, who send their sons and daughters to college, and they "never show their best side better than when talking with a college president about the education of their children." Fourth, the opportunity of "work that unites the executive and the scholastic, the practical and the theoretical elements. Executive work tends to impoverish scholarship. Scholastic work tends to remove one from humanity. The union of the two types tends to keep one in touch with the great human work of a very human world, and also tends to give intellectual enrichment." Fifth, the opportunity "of transmitting wealth into character. Wealth does not constitute a college, but no college can be constituted without wealth. Wealth is the embodiment of the power necessary for making a college." Through the instrumentalities of the college wealth may be transmuted into "truth, into righteousness, into beauty, into joy, into human character." Sixth, the opportunity of "associating one's self with a lasting institution. Individuals die and are forgotten. Institutions live. Colleges are seldom named or their presidents, but presidents always live in their colleges." Seventh, the

opportunity "to do somewhat for the nation and for the world through giving inspiration, training, and equipment to American youth." The "value of the American college to the American youth lies in some six elements: the discipline of the regular studies, the inspiration of friendships, the enrichment of general reading, the culture derived from association with scholars, private reading and literary societies." We might add some other elements to these, but we must agree with Dr. Thwing that "the most important of these elements is the inspiration which is derived from association with men of culture. The college president," he continues, "ought to be the chief of all these personal influences. He lives in the lives of his students so long as they live, and he lives also in the lives of other men so long as the lives of his students touch the lives of other men."

No passage in Dr. Thwing's book is more suggestive than his simple dedication, "To Charles W. Eliott, LL.D., the Great President."

We who are in the profession today must, with him, do honest, heartfelt homage to Dr. Eliot. He it is who has made the American college presidency a profession. It was he who first marked out clearly by his own successful practice the lines along which this work is to be made effective. Before Eliot's time the college president was a chaplain, a scholar, a father, an inspirer, sometimes a beggar, or a dilute mixture of all these. With Eliot he became all of these at once, and greater than all. Especially he became a leader in the march of progress, one of those in whose hands must lie the problems of the ways and means for the formation and preservation of personal and national character.

In the thirty years since Eliot began his wise and brave struggle for effective culture through the building up of individual character, the whole face of American education has changed, and changed everywhere for the better. Every American university has felt this change, and no college has been so remote, and no school so humble as to escape from his vivifying influence. It is not too much to say that the force of Eliot exerted through Harvard College has been the greatest single factor in our modern educational reform. He has set the pace for the college president, and the colleges thus influenced have, in turn, formed ideals and sent out men to influence the lower schools in their degree. The college president is now the characteristic feature of the American educational system. He has power without tyranny. The greater his effectiveness along educational lines, the greater the freedom and forcefulness of the professors. They are not his subjects but his allies in the warfare against ignorance and bigotry. The relation is a thoroughly democratic one, for it ought to be part of the wisdom of democracy to put the strongest men at the head. But to be at the lead of democracy is not to stand as a despot looking backward and downward at those who cower at his nod. A better illustration is found in the center rush of a football team. The president is the "center rush of Higher Education." "America," Emerson tells us, "America means opportunity." America means progress, and in every line of progress there must be some one at the front to bear the brunt,— to br ak the way. It is Eliot's example which has assigned this duty to the American college president. When the final reckoning is made

it will appear that of all those men of our generation who have held the future of our country in their hands, none has wielded so great an influence for good as he. Therefore, Dr. Thwing's dedication becomes an inevitable one. Our studies of college administration must lead us, and very soon, to the work of "Charles W. Eliot, the Great President." He found Harvard "the oldest, the richest, the freest of all the colleges in America." He holds her still "the oldest, the richest, the freest" of all, and at once the newest, the broadest, the most aristocratic, the most democratic of all similar institutions on the globe. But the Harvard which he found in 1870 would fill but a little corner of the campus of the Harvard of today. And he has made it certain that to the Harvard of the future the Harvard of Eliot will stand in like hopeful relation of uncompleted growth.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"These medical, mothers' and women's journals and clubs are but a factor, an outgrowth, of the little sub-rosa discussions which act as an outlet to the expression of public opinion."

It is interesting to note that within the last year fifty mothers' clubs have been organized in Los Angeles, and all are in good working condition. The Federation of Child-study Circles, or Mothers' Clubs, was held recently and was of greatest interest. Miss Stephenson, of the domestic science department of the city schools, dwelt on the necessity for making the domestic science department a fixture in the schools. She insisted that the things taught in the school should be made practical by use in the home, and that mothers ought to take a lively interest in the efforts of their daughters to learn to cook and sew. Mrs. W. W. Murphy said in the course of her address:

"Organization is the order of the age. The law of cohesion is grouping together people of diverse opportunities but like needs. We are reaching out from the little corner of our commonplace lives because we have learned to know that contact with one's kind is necessary if we would have a large, disinterested view of things which tend to the highest development of all.

"We are bound together by common interest, and there is nothing that cannot be accomplished for the public schools if the best women agree to combine forces in working for desired results.

"The public school system has passed the creeping age of its infancy and is now learning to walk alone. It is the province of the Federation of Mother's Clubs to assist and suggest, not to coerce.

"Perhaps some of us think the millennium would be reached if women had more rights. We do not so much need more rights as we do some powerful, all-absorbing motive to exercise to the fullest extent those we already have. The teachers are more than willing to welcome any change that will bring to them the sharing of responsibilities and the systematic aid of parents.

"That subjects may be brought before the child-study circles normally

and logically an outline will be prepared, this to be based on data received from the individual clubs. It has never been the intention of your committee to furnish an elaborate system of work, with every detail of procedure mapped out. Your officers are in the truest sense your servants, and they aim at helpfulness and original suggestions from each mothers' club in the city.

"It were easier, perhaps, for them to sit quietly in the library, and, with book in hand, formulate something, but that something might miss your club's need in the most vital point.

"These mothers' clubs are a part of the school curriculum, and they must be dignified in all their undertakings. The touchstone by which we may try every subject for discussion is, 'What is the ethical relation of the topic to established usage in the school system?' Will it conflict with the meaning and letter of the school law? Is the subject of vital or general interest? Would the discussion of it be profitable?

"We may hope for the greatest success in forming, and not in reforming. Let us do our part in guarding and elevating public sentiment rather than in sentimental pleas for reform. We will seek to draw forth the best in each member for the benefit of all, and to use wisely the ever widening opportunities, and the result will be the truest composite good.

"To say 'I can get nothing out of the mothers' meeting,' is to say: 'I take nothing into it.' Here, perhaps, as nowhere else, it is 'more blessed to give than to receive.' If we give the very best we have, the best will return to us at the rate of a geometrical progression."

Here the speaker urged the cultivation of the art of conversation and said that people are altogether too silent, especially in the home. She drew attention to the fact that many voices are too harsh, and said that the cultivation of a soft and pleasing intonation in the mothers' clubs would not be a bad thing.

"Trouble between parents and teachers almost invariably comes about by misunderstandings. The parent, having a large experience with the child, its environments, its temptations and its temperament, does not always deal with exact justice. The teacher has discipline to maintain, in a room full of children of diverse propensities. There seems to be no possibility of formulating a school system which will not work hardship in some cases. Here again, we must work for the greatest good to the greatest number.

"The school needs the mother love poured into it with unstinted measure. Mothers must not expect the teachers to carry on the work of the clubs. These societies have been formed with the express purpose of bringing a new factor into this problem of child culture. The teachers are already working out their best thoughts. It is the duty and ought to be the pleasure of the mothers to supplement the labors of the teachers. Confer with the teacher, but do not force her to carry your responsibilities. Make your meetings profitable and she will combine forces with you.

"From united workers we are learning forbearance and self-control. The timid are gaining courage, and the aggressive are forgetting to be stub-

born. The lines between classes are being obliterated, and from heart to heart we are learning the sweet lesson of being and doing.

"We guard the cradle with the most sacred devotion, let us with equal care guard the way our children later take. Like the wise men of old we will find our star of hope hanging over the head of a child."

PROFESSOR JAMES A. FOSHAY ON THE SUBJECT, CO-OPERATION OF HOME AND SCHOOL.

"There seems to be at the present time a general movement in favor of promoting a closer relationship between the home and school, than has existed since the days when the teacher in the country districts 'boarded around,' and thus became familiar with the environments of the children and learned of their peculiarities; and, if the teacher earnestly and carefully tried to help the pupil, and has her efforts strengthened by the hearty co-operation and warm sympathy of the parent, the effort cannot be anything but successful. In this way the school is a department of the home. Parents find the teachers their helpers, and teachers find their work supplemented by the work of the home.

"The public school has changed the rod of authority into the word of reason, and the cord of love. Because of the school, family ties have become closer and stronger. Mutual regard has taken the place of command and fear; and the son, who once hated his father, now looks into the kind eyes, and receives from him trust and confidence. The influence of liberty that the family has received from the school has returned to the school mellowed and softened by its own atmosphere. Occasionally the temper of the school is imperfect as well as that of the home; but the enforced habits of order, neatness and cleanliness have elevated many a child and home, and saved the home from confusion which otherwise might have resulted from living in homes where little is taught that may in any way be considered uplifting. In some cases, the work in the school, which causes the children to be thoughtful and obedient, is not supplemented in the home. Too much of the home government is in the hands of the children, and when they are thus accustomed to have their own way at home, they frequently expect the same privileges at school, and, in many cases, in our endeavor to keep such children in school and from the streets, even at the expense of bringing criticism upon our department, we thus, by dint of effort, cause them to bridge over the critical period in their lives and help them to become a good citizen. The greatest assistance that can be given to the school department by the parents is to send boys and girls who are strong and well, physically and mentally; and, while we teach the virtues of cleanliness, truthfulness and diligence, nothing is so helpful as the living examples of those virtues in the home and school.

"Parents can assist the school by helping to guide, or rather control, the outside reading of their children. The judicious reader has much in his favor toward the preparation for honest citizenship. The teacher and parent must govern the child for the future as well as the present, hence they should co-operate in their influence to improve not only in the physical

and mental, but also in the moral development. The co-operation of the parents is of supreme importance. The teacher greatly needs the help, respect and confidence of the parent, and the parent on the other hand needs the uplift, which the teacher is especially prepared to give. There should be many conferences between parents and teachers, in order that they may supplement the efforts of each other. The intelligent mother knows her child better than anyone else. She knows his peculiarities, his failings and aptitudes better than any other person. Frequently a few words from the mother, showing the teacher the peculiarities of her child have done much to avoid trouble as well as to cause the child to progress.

"It may be well for us to pause for a moment, and realize what it means to parents to send their children away from the home to a strange teacher and among strange children. Parents realize that with the large number of children necessarily required in the schools of such a department as this, comparatively little individual work can be done; but the fact that the child is committed to the hands of a stranger should cause the parents to cultivate the acquaintance of the teachers as early as possible. The teacher realizes that she works for the commonwealth, dealing with the different classes of children in the same manner; she also recognizes that the boy who comes from the humble walks of life has a chance to be at the head of our nation. He sits beside the rich man's son, and their conditions for advancement are the same. The most troublesome questions which come to the teacher are those in which school government or discipline are concerned. No rule can be made that will apply to all the children in the room. The nervous, sensitive girl may almost go into convulsions at a cross look, while the hard, stoical boy cannot be reached in this way. There is no doubt but that too much work is required of the teacher, but the faithful, conscientious person who trains these children, not only in their mental culture, but in manners and morals, deserves our sympathy and support. Most of the trouble which rises in school comes from misunderstandings.

"The influence of one bad child in a school can do great harm, while the influence of one good child is often of great benefit. The presence of a happy, cultivated child in the play ground, and especially if he has the power to lead, brings good lessons, and with the leadership of the teacher, the influence over the untidy and unscrupulous children, who may come from depraved homes, may be of untold value. In many cases children attend our schools and seem to receive their greatest comforts within the walls of the school room; therefore, such room shoutd be well ventilated, beautifully decorated and made, too, as far as possible, to contribute to the pleasure of the children. The pleasant "good morning" of the teacher, the uplifting music, the quotations from the great authors all bring to such children that which they can get in no other way.

"One of the greatest evils in school work is irregularity of attendance. Such a pupil not only fails to gain anything for himself, but he disorganizes the work of the punctual children, and it is not infrequently the case that a teacher, because of the irregularity of attendance in her room, becomes discouraged and loses interest in the great work which she is expected to per-

form, and I sincerely hope that these mothers' clubs which are being organized in not only our city, but in other cities of our country, may assist in the solution of the difficulties which encompass the teacher by irregularity of attendance. How often it occurs that parents who have two or three children, and who have studied and know the dispositions of those children, even then make mistake after mistake in their management, yet expect a teacher, who has anywhere from thirty-five to sixty, with no two alike, and whose opportunities for studying them are very limited, whose children come from different surroundings, having different standards of right and wrong, to never make a mistake or blunder."

A young man or woman with a reputation for ability, honesty, industry and sobriety, backed by sufficient character to support such a reputation, brings into life an investment too priceless to be computed in dollars and cents — an investment, too, that can never be impaired so long as its possessor stands by his principles. Tricks in trade may be temporarily successful. A man may become rich even, by dishonest practices, but at what a sacrifice! Joaquin Miller, in one of his lectures, says that money costs too much. It certainly does when purchased at the cost of reputation, character, integrity and self-respect. Think of standing before your mirror in the morning, and, while making your toilet, you have the inward consciousness of looking into the eyes of a cheat, a fraud, a thief, an oppressor of widows and orphans! No matter how large your bank account — the larger it is, the greater must be the sense of shame, and the more must you despise the individual whose reflection is cast back upon you from the polished surface. Your "money cost too much — it has dirt upon it!" In addition to robbing others, you have robbed yourself of a priceless boon, one of the mainstays of human happiness — self-respect. In vain may you strive to drown the memory of your disgrace in the wine cup — in the giddy whirl of society — in the excitement of politics. Like Banquo's ghost, it will not down. It will retire with you at night — it will haunt your dreams — it will arise with you in the morning. It will sap your life, and go down with you to the grave. If we wish success in life in its largest, truest sense, we must be sober, frugal, industrious, honest. Like Longfellow's Village Blacksmith, we must be able to "look the whole world in the face, and owe not any man."—*President Samuel T. Black, State Normal School, San Diego.*

Education a Great Question.

One of the greatest questions that ever engaged the thoughts of men and women is how to train and educate a child that he may become an intelligent, industrious, truth-loving, law-abiding, and God-fearing citizen,— one that will perform honestly and intelligently all the duties of life. There should be no misconception in the minds of teachers as to what education really is in its essenne.—*Supt. J. M. Greenwood.*

The Study of Agriculture in the Common Schools.

The study of agriculture has been put into the common schools of New York, Illinois, and a few other states. There seems to be a general movement in that direction in all the states. It is more than likely that a law hearing on that subject will be passed by the next legislature.—*The Nebraska Teacher.*

Axioms of Arithmetic.

BY W. H. BAKER, STATE NORMAL SCHOOL, SAN JOSE.

I. Phases of the subject.
   1. How (*a*) learning the facts; (*b*) fixing the facts.
   2. What (*a*) comparing; (*b*) measuring; (*c*) analyzing.

II. Seek after
   1. Accuracy.
   2. Skill
   3. Speed.

III. Be careful
   1. To keep within the child's number grasp.
   2. To advance on a basis of experience and number conceptions.

IV. Avoid
   1. The counting habit in adding and subtracting.
   2. Mere rote work.

POSTULATES OF TEACHING.

1. Lead a child to discover a fact or a principle *always*, if you can.
2. Tell it to him *sometimes*, if you must.
3. Explain it to him *never*, or "hardly ever."

I have called the principles enunciated above "Axioms of Arithmetic," because no one calls them in question. While admitting their correctness and importance, authors, boards of education, and teachers are not always governed by them, if we may judge by books, courses of study, and methods of teaching. Placing undue emphasis on one or more of the principles, they ignore the others, or give them minor positions, and the child forms bad habits, or fails in one or more of the particulars.

The learning of the facts of the combinations in addition, subtraction, multiplication and division is fairly well provided for. Children may, by counting with or without objects, satisfy themselves that six and seven are thirteen, and that six times seven are forty-two. The methods for fixing the facts are not so satisfactory. It is not enough that the fact be known. It must be so fixed in the mind that, given the combination, the result will be immediately present. This can be done only by much repetition. Some authors have ignored this fact and have left the "fixing" to take care of itself. The result has been disastrous to the child as regards accuracy and speed. The watchword of others has been "drill, drill," — not unfrequently with the suggestive meaning of boring. Repetition to produce the best results must be systematic. The older authors taught the combinations by arranging them in order in tables. This arrangement was certainly systematic, and when learned, tho often learned by rote, these tables were learned once for all and the desired result was obtained. More modern authors have undertaken to fix the combinations by the Grube, or grouping system, if system it may be called. Grouping is profitable for very small numbers only. When applied to large numbers the system becomes a cramping grind, and

the groups become so numerous as to be confusing. It, moreover, fails to make use of rhythm.

Repetition to be of value must be attended by an active mind. Hence such exercises must awaken interest and compel thought till the action becomes largely reflex. It should tend to liberate the child, that is, lead him to a point where he can continue to advance without further aid from teacher or book. This will, in a measure, remove the shackles of the graded system from our bright boys and girls, and permit them to go on conquering numbers. That is not education which does not increase mental power. Tho it may teach number perfectly, any method that does not educate is unworthy the modern schoolroom.

It cannot be questioned that the "what" is more difficult than the "how," and that it is educationally more important. Still, it has not received even an equal share of attention from authors and writers for our educational papers. It is beginning to be recognized that comparison and measuring by the use of suitable objects and of our common measures, and in manual training are the avenues thru which the reasoning power may be reached. and some authors are making valuable use of these means. Formal analysis has long been taught in our mental arithmetics; but more systematic and progressive work is needed, and mental arithmetic and written arithmetic, so-called, should be more completely fused.

It is recognized by many boards of education that largeness of numbers frequently causes children to stumble in analysis, hence the injunction to give many problems involving the use of small numbers. Yet these same boards will direct that children of the second and third years be taught to add, subtract, multiply and divide numbers of two or more places, and the theory of place value. It is hard to conceive why this should be thot necessary. If accuracy and skill are attained in the handling of numbers of one figure, little difficulty will be encountered in the handling of large numbers when the proper time arrives. The handling of large numbers involves more or less mechanical work, and this to a child of seven or eight means a surrender of the understanding, which is a very serious thing. "Accurate adding of small numbers," says Mr. Winship, "is absolutely necessary in every school. Never mind large numbers, but be sure that you secure accuracy with small numbers." "If you wish to prepare a boy for our business," said a prominent banker to me, "teach him to add and multiply accurately and rapidly; to add up a single column to three hundred quickly, and swear to his result."

Objects have important uses in the child's education in arithmetic, and they may be the occasions of serious blunders. They enable the child to get his number conceptions, without which he must do mere rote work. In the first place, number is applied to separate objects in the sense of how many. One is not always one-half of two, and to insist that it is is to put another rail on the fence which separates the schoolhouse from the world. It would be hard to convince either of two boys that he has received an equal division of the fruit when he has received the smaller of two apples. In the second place, number is applied to quantity, in the sense of how large or how much, when accurately measured. In the third place, number is used in the sense

of value. In the last two cases number is a measure, which is another name for a ratio. Thru objects alone can the child be led to recognize number groups, and to analyze small numbers. For the rapid recognition of small number groups, the abacus is convenient and effective. By means of objects the child may ascertain the facts of the combination. Suitable objects train the child to compare and measure, and thus to analyze and put together.

Objects are most effective when they have a value in addition to their use in teaching number. Some child interest should center in them. The number relations which they exemplify should be apparent, and should strike the child as necessary. Their use should be discontinued as soon as the fact which they teach is grasped. The use of objects for teaching place value is a mistake. The theory of place value belongs not to number, but to the Arabic notation. It is sufficient first that the child be able to express his numbers with figures. Place value may well wait till he is old enough to grasp, in some measure, a general principle. It is also a mistake to use objects to teach the principle involved in carrying and borrowing in addition and subtraction. Facts exemplified and embodied can be understood by the child; illustrations of principles fail to reach him.

Current Educational Thought.

VACATION SCHOOLS.

By Helen C. Putnam in the December "Forum."

The design of the vacation school is to supplement the public school, and to give the children certain advantages which parents of intelligence and means supply, by their own preference, through home environment or travel. One of the chief functions of vacation schools is that of serving as experiment stations, so that these schools exert a positive influence upon regular school methods. No books are used. The instruction is, briefly, according to the laboratory method.

To encourage muscular ability manual training is prominent in the form of wood-work, such as carpentering, whittling, fret-sawing, chip-carving; or of constructive work with cardboard or flexible bands of iron; or of household arts, as cooking, care of rooms and of the sick, sewing, mending, embroidering. The use of a score of different tools for working different kinds of wood and other materials is fascinating to practically all children, even when there exists a strong liking for books. The natural creative instinct of children, their delight in seeing and owning the results of their labor, and the enjoyment of occupations that permit of free movement are all utilized, in this way, for educational purposes.

To city children nature study is partial compensation for the circumstance that their childhood cannot be passed in the freedom, beauty, and wholesome simplicity of country living. As the summer season dictates, this is the chief feature of vacation schools. Indoors, flowers and other products of the vegetable kingdom are studied from samples in the children's hands.

Aquaria, window boxes, pet animals, and museum specimens encourage habits of interested observation and develop the powers of description. A school garden out of doors gives every child the supreme joy of trowelling, planting, watering, and watching development under his own fostering care. This is knowledge at first hand, the most lasting kind. Aquaintance with vines, shrubs, and flowering plants, which make the home attractive, encourages the children to develop the possibilities of their own back yards and other little corners of earth. In Germany, Russia, France, and Switzerland school gardens are numerous, and they are increasing in America.

INTRODUCTION OF THE METRIC SYSTEM.

Translation made for "The Literary Digest."

The British Foreign Office has just published reports of its consuls in twenty-two different countries in answer to the following questions regarding to use of the metric system, as given by the *Revue Scientifique* (September 22):

"1. Would it be easy or not to change the system of measures now in use? How could the metric system be introduced, and what would be the time necessary for it to come into general use?

"2. Has the application of the metric system been satisfactory? Is there any desire to return to the old systems?

"3. What effect has the use of the metric system produced on commerce?

"The answers all agree in saying that the best way of introducing this system of measures into a country is to make it obligatory after a fixed time. In most countries the change takes place slowly with older people, but rapidly as far as the younger ones are concerned. In Turkey, the difficulties placed in the way of a change by ignorance and illiteracy of the population seem insurmountable, altho, in almost all the countries that have adopted the metric system, daily progress is made in its use. None of the countries that have adopted it have ever desired to abandon it, because of the great facilities offered by the metric units."

THE ARTICULATION OF THE UNIVERSITY AND THE PUBLIC SCHOOLS.

President Jesse, of the University of Missouri, in "School Review."

The first institution that attempted this was the University of Michigan. When a high school wanted to be articulated, a committee of the faculty was sent to examine it, the school paying the expense of the journey. So great is our debt to Michigan for discovering the idea, that we can readily forgive certain crudities in this method of articulation. To require a school to pay the traveling expenses may be equitable, but it is scarcely progressive. To send a committee of the faculty traveling over the country is scarcely commendable. If the committee examine schools often enough to become expert in the work, the professors might as well resign their chairs. If they take good care of their work on the campus, they will not examine schools often enough to make their judgment worth much. For many years I di-

rected the work of articulation by committees of the faculty, but paying traveling expenses out of our own treasury. I found it eminently unsatisfactory. A professor, profound in his specialty, knows too much and too little to be a good examiner. Sometimes he demands of the high schools what would do honor to the college. Sometimes he underrates them, believing that good work in his subject cannot be done except in a college. He may know his specialty, but the question arises whether he knows high schools. The University of California has pursued this method with more vigor than any other institution in America. Its committees, large in size, have traveled thousands upon thousands of miles. They are thoroly attached to the method, but I venture to say that it is unfortunate. In the last six months Michigan has abandoned this method, and, following the example of Minnesota and Missouri, has appointed an Examiner of Schools. In Minnesota the examiner is paid by the state, but he travels under the direction of President Northrop. In Missouri an examiner has been maintained since the fall of 1894. He is appointed and paid by the university. He travels eleven months of the year visiting, during the regular session, high schools, and in the summer vacation, teachers' institutes.

EDUCATION OF THE MILLIONAIRE.

By Truxtun Beale in the December "Forum."

One fallacy in relation to their wealth seems to obtain among the millionaires as well as among the millions, one that was exposed by Adam Smith in the very year in which we started upon our national life, namely, that spendthrift expenditure is a good thing for society. Despite the fact that every great ecomomist since his day has demonstrated the contrary, it is a fallacy that has not yet been rooted out of the minds of a large majority of even the educated. Indeed, it might be called the *pons asinorum* of economics. There are so few even of college-bred men who have ever given themselves the trouble to understand the subject in the abstract, and of those few some are constantly stating propositions that are altogether inconsistent.

If Adam Smith, when he first exposed the fallacy of this belief, a century and a quarter ago, implied a responsibility on the part of the capitalist to expend his money in ways that would be most beneficial to society, or, at least, in ways not harmful to it, that responsibility must be much heavier today, with capital so enormously increased and concentrated. It is surprising, too, that the question of expenditure of the rich should have suddenly become a more serious question with us than it is with any of the countries of the Old World. When Adam Smith wrote we were a hard-working community engaged in the simple occupations of clearing forests and killing Indians; while today palaces have arisen on our shores probably as magnificent as that of Diocletian at Spalato, and a scale of unproductive expenditure has been initiated, with racing stables, ocean-going yachts, etc., that could not possibly have been equalled by the expenditure even of Mæcenas.

It is this that justified a reassertion of some of the axioms of economics in regard to it.

When the millions as well as the millionaire thoroly understand that absurd and vulgar expenditure impoverishes society and checks the production, and when they learn that there is no economical justification for the present vast, unproductive expenditure, then public opinion will compell the "multis" to expend their fortunes in ways that will be more in accordance with simplicity and good taste. The vulgarity of wasting wealth will be all the clearer when its effect upon the public wealth is understood; and no sound public opinion on the subject can be formed until the public understands the purely economic side of the question.

A STUDY OF FEAR IN CHILDREN.

The results of a unique study of fear and its causes in children, based on an investigation of no fewer than 15,000,000 cases, has just been published by the United States Bureau of Education. In carrying on the inquiry, thousands of lists were distributed, bearing the names of all manner of fear-exciting things; and these were checked off by parents, by teachers, and by he children themselves. Says *The Nursery*, in giving the result of the investigation:

"After reducing all of the replies to a table, it was found that the highest number feared thunder-storms, the next highest reptiles. Then follow, in order, according to the number fearing them: strangers, darkness, fire, death, domestic animals, disease, wild animals, water, insects, ghosts.

"A comparison of an equal number of boys and girls showed that the girls feared 1,765 things on the list and the boys 1,106. The girls exceeded the boys in the fear of everything except water, high places, and strangers. The ratio of girls to boys in the fear of rats and mice was 75 to 13, as might be expected. It was also ascertained that fear in boys increases from the seventh to the fifteenth year and then declines, while in girls it increases more steadily from the fourth to the seventeenth year before diminishing. The fear of thunder and lightning, reptiles, robbers, and of machinery was found to increase with age.

"Another novel inquiry enlarged upon the fear of ghosts in children. By questioning the little ones and tabulating their answers, it was discovered that the most frequent source of their knowledge of ghosts was in stories told by other children. Stories read by them ranked second in frequency. Of all the other sources, servants had been the most active. Some had derived their first knowledge from pictures, a less number from games or from their own imagination. The smallest number, less than one per cent., had first heard of ghosts from their parents.

"It was discovered that fear almost universally accompanied belief in such spectres. Other reactive affects in order of frequency were: fascination, fear of something else in addition to the ghost, lingering fear, absence of fear, fear of telling, enjoyment, and desire to run away.

"Almost a third of all the children examined had the conception that

ghosts were white, an eighth that they were like the human figure, a ninth that they were shadowy, an eleventh that they were like dead persons, a fourteenth that they had long arms or hands, and less than a nineteenth that they were like skeletons. Additional notions as to appearance in order of frequency were that 'spooks' have sepulchral voices, are without substance, luminous, black, like animals, like fairies or spirits, and that they have lurid, hollow eyes.

"The most popular belief as to the power of ghosts was that they chase and catch children. Other notions, in the order of the number of believers, were that they glide swiftly, appear and disappear, do all sorts of mysterious things, foretell death, and injure people. Of those questioned as to the time when ghosts appear, a majority believe it to be in the dark, when one is alone. Stating the places where ghosts may be expected, the highest number of opinions was in favor of graveyards."

A NEW DEGREE.

Editorial in Educational Review.

President Thwing of Western Reserve University, in an article in the *Outlook*, has suggested a new honorary degree. He has in mind men of a non-academic type who deserve academic recognition because of their service to the community in various ways. For such men the bachelor's degree is inappropriate, and besides it ought to be won by years of college study. The degree of LL D., the highest honor which a university can bestow, does not belong to such men as this. So it has come about that the honorary degree of Master of Arts is usually conferred in these cases. But this usage is objected to, in turn, by those institutions which are aiming to make the degree of M. A. mean at least one year of resident graduate study. These facts lead President Thwing to suggest the institution of the degree of Doctor of Arts, to be conferred as an honorary designation upon such persons as are described above. President Thwing says: "The arts part of the degree is sufficiently academic; and historically, when one traces the word back to its origin, it has a content and significance which compare well with the material relations of life or work."

President Thwing has made an interesting suggestion. What shall be done about it?

NEWER IDEAS IN AGRICULTURAL EDUCATION.

The establishment of the agricultural and mechanical colleges was a revolt from the older education. That education set its face toward the past and occupied itself with books; it was the desire of the newer education to set the pupil into relation with his environment and to teach him things as well as concepts. Since the agricultural and mechanical colleges were the first fruit of this century-long agitation, these institutions often feel that they are the only representatives of an education which appeals to the daily life; but the fact is that all institutions now set the pupil into harmony with living problems. It is even a question whether the agricultural and mechan-

ical colleges may not place too great and exclusive stress on present-day problems and thereby fail to give the student perspective. The daily living is the fruition of all that has gone before: we learn by men's experience rather than by their prophecy.

To put one in touch with his surroundings, to open his eyes that he may live the daily life with joy, means that we must begin with the child. Happiness and contentment are subjective; and subjective qualities are slow of growth. They are no veneer of what we sometimes call culture. They are of the fiber: they are central to the man. Thru parents, teachers, playmates, reading, the children must be taught to see and to appreciate the things with which they live. They must be led to nature; and this leading has been called nature-study. The term is not a happy one in all respects, and there is no consensus of opinion what it shall represent in practice. Oftenest it stands for mere elementary or easy science; in other hands it is sentimental glamour of things afield. The other day a botanist said to me that tracts should be issued, telling children how to identify plants, devoting one tract in turn to each important group of plants. "Then," he said, "we shall have a crop of young botanists coming on." I could only reply that we do not want a crop of young botanists. We want children seeing what there is to see, and liking it because they like it. The supply of botanists will take care of itself.

A Word From California.

PRESIDENT BENJAMIN IDE WHEELER IN THE "CORNELL ERA."

* * * I might say a word about the *view*, tho I am reminded of Professor Corson's dictum that "you can't run a university on a view." The newcomer from Cornell must always expect to be asked: "How do you think the view compares with that of Cornell?" The fact is that nothing compares with the view at Cornell, nor with that at Berkeley either. Nothing is so fine as the way the valley humbles itself before the Enfield hills; nothing is so sweet as the evening light on the clean, broad lake; but there is a meaning in those waters which bear the commerce of the Orient thru the Golden Gate, and which the Oregon, and now the Wisconsin, have ploughed on their maiden trips, and this meaning gives the view across San Francisco Bay and out between city and mountain a charm that is its own.

Among the impressions which befall the Cornellian at Berkeley I have noted none more certain than that peace of soul which overcomes him when he learns that his wrestling with weather is at an end. Not a pound of energy has to be expended from one year's end to another in fighting the climate. All that a man has in him may be expended on work. The summer at Berkeley is cool, and its floating fogs borne on sea breezes and fitly mixed with sunshine, are highly invigorating, especially to one who comes from the hot, dry interior. Here the summer school has no terrors; Berkeley is the promised land of the continuous session. People who take a summer vacation go away on the excuse that they want to perspire a little.

The students look much the same and are much the same as at Cornell or

any other large university. They would look much better if the Juniors and Seniors did not feel it their duty to support a tradition whereby they appear in dilapidated "beavers," mangled and crushed beyond the standards of the gentlemen of the road. They are a fine, healthy, breezy lot, somewhat strongly endowed with the sense of freedom native to a land of elbow-room, but keenly alive to the sense for fair play, and charmingly frank and true. I like them and am proud of them. Over forty per cent of them are women, and they claim and get more than forty per cent of one's pride.

Of the 1988 registered last year in the colleges at Berkeley, (*i. e.*, omiting the professional schools of law, medicine, etc ,) about 1450 belonged to what we should have called the "general courses," *i. e.*, under the Faculty of Arts and Sciences; about 530 followed the technical courses. Herein resides the strongest contrast I have found with conditions at Cornell. Lectures, recitations, laboratory work, are mixed in similar proportions as at Cornell, with possibly some slighting of the laboratory. The Seminary is less in evidence. The excellent library and library arrangements of Cornell are sadly missed.

The method of arranging and selecting studies is that of the group system, rather than that of the elective system. In the faculty and in the academic atmosphere I fancy I discern more of the influence and spirit of Yale than of Harvard or Cornell. Class spirit lingers as a tradition from the small college in more visible potency than at Cornell. In the offices red tape is somewhat abundant; this may be due, however, in part, to the supposed necessities of a state institution. The proximity of Oakland and San Francisco has hitherto worked to scatter the students, almost half of whom have been coming like day-pupils from their homes in these cities. This has been a serious hindrance to the development of university feeling and college spirit. The absence of chapel, and the lack of every form of university assemblage, through the lack of any room or building capable of holding the mass, has robbed the individual student of all opportunity for seeing himself part of a great whole. The development of the college "rallies," a local institution corresponding to the famous Cornell "smokers," and the inauguration this year of university meetings, made possible by the enlargement of the gymnasium to a seating capacity of 2,500, will set this matter speedily right. It is encouraging also to note a steady decline in the proportion of students living outside of Berkeley during the term. Last year it was thirty-three per cent; this year, twenty-nine.

There is much more I might tell you, but what I have told you is told as it looked. The substance of it all, however, is, that the American universities, thru the sharing of common purpose and spirit, are growing into one.

The supplementary reading movement has been the most wide-spread and most efficient of any movement ever started in this country. It reached the libraries, and countless school boards took it up. It started the idea of traveling libraries so prevalent in the west. It created a great demand for better reading.—*Col. Francis W. Parker.*

AS IS THE TEACHER, SO IS THE SCHOOL.

CHAS. H. ALLEN.

I saw a teacher come before her school,
Skilled in the art of teaching, apt to rule:
Complete self-mast'ry she had obtained
And, gaining that, the power of mastering had gained.

Her soft, sweet voice was wonderfully clear,
Even her lowest tones each child could hear,
Each word, clear cut, like newly minted gold,
And thus the full attention she could hold.

Her clear, short sentences meant all she said,
Swift to its mark every suggestion sped:
In all her work there was no loss, no waste,
All promptly done, and yet no sign of haste.

When she arose the school at once grew still,
Molded, yet without effort, by her will.
When work began it had a purpose clear,
No drifting — she was at the helm to steer.

Rather a guiding than a mastering hand,
"Please" brought results, no need of a command.
A "Thank you," from her lips gave much of pleasure,
And gave a joy that words can scarcely measure.

She was alive, clear to her finger tips,
The smile was rarely absent from her lips.
All through the room was busy, happy work,
The eye might seek in vain to find a shirk.

To see her "hold" a class was a delight:
The children were by no means over bright;
But each one TRIED, and in the trying found
Ability to walk on firmer ground.

When earned she willingly gave words of praise,
The victor's brow was ever crowned with bays;
Were any lagging — bringing up the rear,
To them her rallying tones came like a cheer.

Fault-finding found with her but scanty place,
"I think you CAN do better," and the grace
With which these words were spoken seemed to me
To carry with them a sure prophecy.

And so the day went on, a happy day,
Study seemed to the children more like play
Than like the wearing, stupid, loveless grind
Such as in many ill-starred schools you find.

She could be firm, of that there was no doubt,
As any bent on mischief soon found out,
And though her presence every child could feel,
The "glove of silk cuvered the hand of steel."

I saw her on the playground, and while there
They gave her joyous welcome everywhere,
For well they knew she had a word of praise
For all who did their best in children's plays.

There was no bickering, no unkind word,
A generous impulse in each soul was stirred;
Under its sway the brute was quite subdued
All selfishness gave way for general good.

At close of school a kindly, clear "Good night"
Spoken in tones that made the schoolroom bright,
And each one felt as toward his home he wended
A mild regret that the glad day had ended.

Yet well they knew the morrow would repeat
The day's experience, and that willing feet
Would bear them back to the loved schoolroom door;
Its pleasures grew upon them more and more.

And then I pondered: Whence has come this gift?
What is the power that gives this fine uplift,
To all who come within this charmed sphere,
This cheerful, genial, kindly atmosphere?

And this the answer, read it, ye who may,
It may give food for thought some other day:
Is there a lesson in it to be learned?
Can such success by every one be earned?

Three things she had: good health, good sense, good will!
Three royal requisites, when joined with skill;
She loved her work, lived in it, hour by hour,
It was to her a birthright — precious dower.

And she loved children — in her inmost heart,
And of her life these children were a part:
She knew our Saviour's words, his steps she trod.
"Of such — of such, the kingdom of our God."

ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold;
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one who loves his fellow-men."

The angel wrote, and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blest;
And, lo! Ben Adhem's name led all the rest.

— James Henry Leigh Hunt.

Official.

STATE BOARD OF EDUCATION.

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THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
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C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

I.

RESIDENCE DETERMINES THE PRIVILEGES OF PUBLIC SCHOOLS.

Residence, and not property, determines the right to free tuition in a high school district. The high school board may legally fix rates of tuition to be paid by non-residents of the high school district.

II.

COUNTY BOARDS PRESCRIBE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

Except in incorporated cities having boards of education, teachers must follow the course of study prescribed by the County Board of Education. Under certain specified limitations of the law the County Boards of Education have absolute authority in determining what studies shall be pursued in the primary and grammar schools of their county. The State Board is not given authority to prescribe courses of study, nor to adopt books or apparatus for the use of schools.

III.

SCHOOL CHILDREN UNDER CONTROL OF THE TEACHER.

Subdivision 4 of Section 1696 of the Political Code is interpreted to mean that school children are under the authority of the teacher from the time they leave their homes until they have returned to them from school.

IV.

SUBSTITUTE TEACHERS.

The school boards employ substitute teachers. A substitute teacher cannot legally be placed in charge of a school without the approval of the board of school trustees.

V.

RIGHT OF THE SUPERINTENDENT TO DECLINE TO HONOR ORDERS IN CERTAIN INSTANCES.

Under Subdivision 1 of Section 1543, "to superintend the schools of his county," I am of the opinion that the county superintendent may legally

withhold in whole or in part his requisition upon an order when satisfied that a mistake has been made, or that the amount for which the order has been given was not lawfully earned by the party in whose favor it is drawn.

VI.

SCHOOLHOUSES, EQUIPMENT AND FURNITURE TO BE PROVIDED BY SPECIAL DISTRICT FUNDS.

Bookcases, organs and pianos, while useful school articles, cannot be claimed to be *necessary supplies*, and orders for them on the public school funds cannot legally be given by trustees nor honored by superintendents until after an eight months' school has been maintained in the district during the school year.

The spirit of the law which provides for our public schools presumes that the schoolhouse, its furnishings and equipment, will be supplied by special local funds, and that only the salaries of teachers and the necessary contingent running expenses will be paid from the state and county funds.

Necessary supplies are those things that are needed in the course of ordinary, every day school work, as fuel, stationery, crayons, erasers, drinking vessels, wash basins, towels, soap, combs, etc. Sections 1620 and 1621 Political Code.

THOS. J. KIRK,
Superintendent of Public Instruction.

Sacramento, Cal.

A Christmas Thought. The end of the century is here. The star of Bethlehem is still over the paths of progress. The creeds have been revised, forgotten, and disputed, but the Sermon on the Mount holds sway in the heads and the hearts of men. With the liberty of the citizen has come liberty of conscience. While there are yet a few who fight the long, hard, strenuous battle of self-sacrifice, and personal martyrdom, the many exalt in the perfect freedom of manhood and womanhood. Yet none are free from gentle teachings, the divine inspiration of that first great schoolmaster of the world, the Christ. On Christmas day, 1900, the Bible is the sword of power from the walls of Jerusalem, across the Mediterranean, the Atlantic, the Pacific, from pole to pole. Another century will see the increase of this power. The supremacy of the Anglo-Saxon race and the bible of all races, will continue. Manhood is exalted as never before. Gentleness and humility are recognized as superior to brute audacity.

The man who on Christmas night, 1900, can look up and see the star of Bethlehem in his midnight sky, and feel the rustle of an angel's wing in his heart, has a kingdom of his own.

* * *

President Harper, of Chicago University, has felt himself constrained to have a heart to heart talk with the members of his faculty. His lecture was provoked by the notoriety recently attained by three of his professors, one of whom compared Mr. Rockfellow to Shakespeare, another emphasized his history lectures by the use of concert hall jokes and slang, a third insulted our revoluionary forefathers by attributing to their lawlessness all the social and political disturbances of to-day. It is the spirit of crude, half-baked assertiveness which ought to be repressed.—*N. Y. School Journal.*

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

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HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

The end of the century. Christmas is here.

* * *

The reader who fails to find food for thought in this issue should read "Heart to Heart Talks," by Minerva.

* * *

The following is from the *Paidologist:* "Professor Alexander at the public meeting at Owens College, told the following on himself: "One of my students defined psychology as "something everybody knows, expressed in a language which nobody understands."

* * *

What a relief to the school children if a second Omar would burn all but about six of the best supplementary and other books. The list of supplementary books in the average course of study has become burdensome, not only to the child but even to the printer. "Beware of the man of one book," is not half so ominous a maxim as "Beware of the man with a list of 10,000 books!"

* * *

Have you ever met the free sample book man? No! Well, that is strange. He is a numerous individual. There is a demand for his ultimate extinction. Earl Barnes once advocated a new commandment. It was, "Thou shalt not possess that for which Thou has not given an equivalent." This would rule out the man who writes to the publisher for a free sample copy. County boards of education also abuse the privilege of sample books. There is one county in California that received sufficient sample copies of high school books to supply the entire demand for the same on the part of the pupils. Superintendents and members of boards of education should be furnished copies of books for examination, free. There should be a fund to purchase these books. It is a piece of petty bribery for a member of a county board of education to be placed under obligations to a publisher for free books. Superintendent Doub, of Kern County, proposes an amendment to the law in this respect, and we trust that it will be operative. Bruce, of the *School Board Journal*, writes as follows on the subject: "The introduction and adoption of text books for the public schools, on the plan now in vogue in this country, may be said to be attended with more than one evil. The principal one of these, no doubt, is the tendency of the weaker school official

to yield to influences not strictly in accord with the best public morals. Fortunately, these failings are exceptional and not common. There is one form of abuse, however, which is almost as reprehensible as any which may happen in or out of the regular course of text book adoptions. Or, rather, there is one specie of culprit as detestable as is the commonest of bribe-takers. It is the school book beggar, the alleged schoolmaster, who gathers his swag upon false pretenses and turns it into cold cash as rapidly as he can. The editor of the *New York School Journal* comments on the subject as follows: "If teaching is to be regarded as a profession before the close of the twentieth century, it would seem to be high time to begin the cultivation of professional conduct, at least among those who occupy positions of educational prominence. All forms of begging and wheedling for assistance must cease. An educator's good will and judgment must no longer be put up for sale. Superintendents, principals, and teachers must stop asking for things without offering to pay. Publishers and dealers in school supplies are constantly asked to pay tribute of one sort or another. When a library is to be secured for the use of teachers the first step is usually to write letters soliciting free books. Another style of mendicancy is to suggest that selections of books and periodicals will be made from the samples deposited in the superintendent's office. 'If you will send me the *School Journal* free of charge, I shall be glad to recommend it to others,' a third form of Lilliputianism."

* * *

Editor McCully, of the *Northwest School Journal*, is a strenuous advocate of a lack of uniformity in school text-books. He wants each board of trustees to select books for the particular district the board represents. Editor McCully has a good board of trustees, who would take his recommendation for books. The plan of local adoption would work well in Ellensburg, because Mr. McCully is an expert on text-books (with the exception of texts on geography), but what of the cities and towns where the authorities have neither experience nor expert knowledge in selecting books? While California has uniform State text-books, each county board of education has power to adopt books in music, drawing, writing, bookkeeping, and supplementary texts. We have, therefore, an example of a lack of uniformity in this State. What kind of text-books do we get? Well, in some counties we get the books of the American Book Co., others, Ginn & Co., others, D. C. Heath & Co., others, Silver, Burdett & Co., others, Macmillan & Co. In others, books of individual local publishers. Instead of there being one book fight every five years, as in the State of Washington, we have about forty book fights each year, and as a result, no better books than in Washington, Oregon, Idaho, and other states where books are uniform. The expense of these adoptions, however, if put in a separate fund, would endow an institution for "Grad-Grind school teachers." The commission to select text-books should be experts. You cannot secure experts in every city and village. Merit, not personal friendship, nor boundless energy and shrewd manipulation of representatives of publishing houses, should determine the selection of books. The best plan is to get experts. If you fail in this, then the remedy is not in the laws but in the change of experts. The responsibility must be placed somewhere. The contention that you can secure better books by local adoption does not hold in theory, and certainly does not hold in practice in Iowa, California and other states.

BOOK REVIEWS.

Superintendent of Public Instruction Thomas J. Kirk's Biennial Report.

The Biennial Report is an important educational document. It gives a full report of the Educational Commission, the list of county superintendents, the holders of various kinds of State diplomas, notes on School Hygiene by Dr. F. B. Dresslar; Plans for Rural and Village School Buildings, G. Bernard Maybeck. Statistics of the schools of each county in the State; statistics of the high schools; General information of the counties as given by the county superintendents. Report of the State Normal Schools; Report of the University of California and other institutions. It is certainly a valuable and an eloquent record (if statistics are ever eloquent) of the entire school system of the State. Superintendent Kirk has this to offer in reference to his official work:

"During the past eighteen months, or since the beginning of my term of office, Januray 3, 1899, I have visited thirty-eight of the fifty-seven counties of the State, several of them twice, and have met the educational forces of the counties in Teachers' Institutes and elsewhere. I have paid from one to three visits each to all of the five State Normal Schools, and have made myself acquainted, in a general way, with the work that is carried on in the numerous departments of our State University; and, as time and other duties have permitted, have called and looked into the management of the State Deaf and Dumb and Blind Asylums, and a number of orphan schools.

Since the present law was passed, designating the duties of the Superintendent of Public Instruction and enumerating the classes of institutions that he is required to visit, many new educational institutions have been created, and sundry additional duties, such as selling the State school text-books, etc., have been imposed upon the office. I mention this in no spirit of complaint at the duties which I am called upon to perform, but as some justification of my failure, up to this time, to have visited every county of the State, and every orphanage receiving State aid, which I recognize to be my duty to visit.

"My observations, in general, lead me confidently to express the belief that the cause of public education in California is keeping fully abreast with the material progress of which our people so proudly boast. A vast sum of money is being annually expended for the cause of public education, but who will venture to say that it does not pay? We may add much to the amount, and still be behind the sum per capita paid in a number of the States."

Moral Culture as a Science. By Theoda Wilkins, M. D., and Bertha S. Wilkins. Teachers and parents are often at a loss to understand the low moral tone, not to say the absolute depravity of the children of school age.

Not only is this true of children in the slums of our cities, but it is often as true of the children living in pleasant villages and country communities. Parents and teachers who are responsible for the development of the children, have often but a vague notion that these matters should be attended to, but for the lack of a clear conception of the principles underlying morality, they allow their opportunities for doing lasting good to pass without even daring to face and remedy the evils which they see in the children. When the children fall far below the desired standard in their school work, nobody realizes that it was the low moral tone of the child's thought-life which had made him careless, unresponsive and indolent.

To those who have neither time nor inclination to read heavy works on moral culture, a little book which is being published, entitled, "Moral Culture as a Science," will give that practical grasp of the subject as will make it possible for teachers and parents to help the child at those times when temptation proves too much for its powers of resistance and the struggling little Jekyl is transformed into a Hyde. Not only is the attention of teachers and parents directed to notice the child's struggles and temptations, but discussions as to methods of giving children a general understanding of the essentially simple principles of morality upon which the child instinctively draws when necessary, are a valuable part of the work. Since the value of scientific research in any field depends upon the love of truth in the scientist, it follows that even mental attainment of a high order cannot be reached without a high ideal. From the researches of Professor Lombroso, the Italian criminalogist, and other scientists of his class, we are led to conclude that every departure from truth, from simplicity, and honesty of purpose is, in so far, a degeneracy, not only of the moral, but of the mental powers as well. This subject of what and how to teach ethics so that the desire for a noble and worthy life-work may be awakened in the children, is admirably and scientifically dealt with in the little volume under discussion. 12mo., 200 pages. Bound in full cloth; title in silver. Price, net, $1.00.

"Mother Nature's Children," by Allen Walton Gould. Ginn & Co., publishers. San Francisco and Boston. This book aims to help the young to appreciate the spirit of nature rather than the form. The pictures are full of life. The children will be greatly interested in them. Here are some of the titles of the chapters. No child

who reads these familiar titles will be satisfied until the book is secured. I "How the Birds Cradle Their Babies." VII. "How Mother Nature Sets the Tables for Birds." XVI. "How Seeds Learn to Fly." XXXII. "Sleeping and Waking for a Lifetime." The book is profusely illustrated, written in a clear, definite, narrative style that interests children.

D. C. Heath & Co. have sent three of their latest issues in Heath's English Classics Series: "Macaulay's Essay on Milton," edited with introduction by Albert Perry Walker, Master in the English High School, Boston, with portrait of Milton and four other illustrations. Cloth. 146 pages. Introduction price, 25 cents.

"Macaulay's Essay on Addison," edited with introduction by Albert Perry Walker, Master in the English High School, Boston, with portrait of Addison and three other illustrations. Cloth. 192 pages. Introduction price, 25 cents.

"Milton's Minor Poems," edited with introduction by Albert Perry Walker, Master in the English High School, Boston, with eight illustrations. Cloth. 192 pages. Introduction price, 25 cents.

This series has four distinctive characteristics:

I. Authentic and accurate texts printed in large type.

II. Introductions that give due prominence to the genius of the author and to the spirit of his age.

III. Notes that are interpretive rather than philological, and that aim to help the student rather than to show the learning of the author.

IV. The books are made to withstand the hard use of the class room. The bindings are attractive and artistic.

"Elements of Physics." By Henry Rowland, Ph.D., LL.D., Professor of Physics in Johns Hopkins University, and Joseph S. Ames, Ph.D., also of Johns Hopkins University. Cloth, 12mo, XIII, 263 pages. Price $1.00. American Book Company. A textbook by two such eminent scientists as the authors of the present volume cannot fail to meet with a wide and cordial appreciation. High schools and schools preparatory to colleges will receive the announcement of this new publication with much pleasure.

"Writing in English," by William H. Maxwell, Superintendent of New York City Schools, and George J. Smith, is a book on modern school composition, published by the American Book Company. It is designed for use in the higher grammar classes, and is based on teaching from the whole to the parts. Price. $.75.

The American Book Company has issued in the Eclectic English Classics selections from "Idylls of the King," by Mary F. Willard. Price 20 cents.

The American Book Company has issued a book entitled "Intermediate Arithmetic," by William J. Milne; 219 pages. Price 30 cents.

The American Book Company has issued "Elements of Latin," prepared by Dr. Harper, President of the University of Chicago, and Isaac B. Burgess, also of the University of Chicago. It certainly is a book that will meet with success among teachers and pupils of Latin. Price $1.00.

The American Book Company has issued Scientific Memoirs in separate volumes, including "The Laws of Gravitation," "The Effects of a Magnetic Field on Radiation," "The Wave Theory of Light," and two volumes on "The Discovery of Induced Electric Currents." The prices are $.75 and $1.00 each.

One of the latest publications of the Whitaker & Ray Co., is a blank school program form, drawn up by a teacher of some thirty years experience. It is designed to show at a glance the work of each and every class during the day. An analysis table on the same sheet also shows the time apportioned to each subject by each class during the week. The form is 20 x 15 and when filled in and hung up in the school room will be a valuable record of the daily work of the school. We strongly recommend it to the notice of all county and city superintendents.

♥♥♥ ♠ ♥♥♥

Marriage of Miss Mollie Owens.

Miss Mollie Owens departed from Red Bluff the day after the teachers' institute closed, leaving word that she was going to San Francisco for a couple of weeks. The Napa *Register* of November 5th contains an announcement that will be a surprise to her large circle of friends. It says:

"Miss Mollie Owens, of Red Bluff, and Mr. E. Avery were united in marriage at the Presbyterian Church in the presence of a few intimate friends and relatives immediately after the close of the morning services Sunday, November 4th, Rev. Richard Wylie officiating. The bride is superintendent of schools of Tehama County. The groom is manager of one of the oldest wholesale houses in Sacramento."

Mr. Avery formerly lived at Vina. He is a man of high character and is well-to-do in worldly goods.—*People's Cause, Red Bluff.*

♦♦♦♦♦♦

Mr. M. V. B. Mann announces the marriage of his daughter Balm, to Mr. Caspar Wistar Hodgson, on Monday, November 5th, 1900, at Lake Chelan, Cascade Mountains.

Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The California Teachers' Association, San Francisco, December 26, 27, 28, 1900. J. W. McClymonds, President; Mrs. M. M. FitzGevald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 20th, 21st. Professor C. J. Walker, Tulare, President.

The Washington Teachers' Association will hold its session at Ellensburg December 27, 28, 29, Superintendent F. J. Browne, President.

The Southern California Teachers' Association will hold its session in Los Angeles, December 20, 21, 22.

The Department of Superintendents of the Educational Association will hold its session at Chicago February 26, 27, 28, 1901.

INSTITUTES.

Superintendent Hugh J. Baldwin, San Diego, Superintendent Greeley, Orange, Superintendent Foshay, Los Angeles, Superintendent Strine, Los Angeles County, will hold their institutes December 17, 18, 19.

Superintendents Ramsay, Graham, Crookshanks, and Doub have decided to hold their institutes the week beginning Monday, December 17th.

INSTITUTE NOTES.

Superintendent L. J. Chipman held his institute at San Jose November 26, 27, 28. M. L. Lawrence, Professor Elwood P. Cubberley, Superintendent Kirk, Superintendent Robert Furlong, Superintendent McClymonds. C. H. Meeker, J. E. Addicott, L. B. Wilson and W. H. Baker were the principal speakers.

Superintendent R. H. Dunn, of Butte, held his institute at Chico this year, October 29, 30, 31. He used the able faculty of the State Normal School for his instructors and local teachers. There is no report of any kind from the institute, but a local paper spoke of it as one of the most profitable ever held in Butte County.

Superintendent J. A. Wagener held his institute at Modesto November 6, 7, 8, 9. Superintendent Kirk, D. R. Augsburg, and Superintendent J. W. Linscott were the lecturers, while the Knickerbocker Quartet furnished the entertainment. Superintendent Wagener is noted for his attractive evening entertainments during institute week. The institute was both interesting and profitable.

Superintendent Waters, of Calaveras County, held his institute at Murphys, November 20–23. He secured as instructors Dr. F. B. Dresslar, Professor Harold Fairbanks and Mrs. Jennie Brothers. There are, however, a number of excellent instructors in Calaveras County, including such talent as James Keith, E. M. Price, Elizabeth Hauselt, F. H. Day, and W. D. Spencer. The institute voted for a change in the laws so as to permit a six weeks' summer session of the institute.

Superintendent E. B. Wright held his institute in Stockton November 26, 27, 28. He secured as instructors Dr. Frederic Burk, Dr. C R. Brown, of Oakland, Kate Ames, of Stanford, Superintendent W. C. Doub, of Kern, and Mrs. Dorcas Spencer. Dr. Burk gave a series of talks upon questions that gave the teachers a broader outlook. His suggestive talks always set the teachers to thinking, Superintendent Doub gave a number of excellent talks on geography. He is an expert on the subject, having published a most excellent aid for teachers called "The Topical Study of Geography." Stockton is noted for the elegant receptions that it gives to the visiting teachers. This year the city teachers and citizens excelled all their previous efforts.

Superintendent B. F. Howard, of Sacramento County, held his institute November 26, 27, 28. He published a very attractive program. It is the most artistic we have seen, with the exception of Superintendent Sackett's of Ventura. Superintendent Howard adopted the plan of having the teachers instruct each other in the various and devious ways of the art of teaching. He had one lecturer, Professor Kendric Babcock, who is best known to the public by his criticisms on Keyes's History. Professor Babcock selected as his subject The Strenuous Mr. Roosevelt. Superintendent Erlewine and Superintendent Howard both made excellent addresses. Superintendent Kirk also gave an address on "The Duration of School Attendance and the Means of Increasing the Same." The afternoon was a departure from the regular institute in that the work was all done by local teachers. The teachers were very much interested, and responded readily to the discussions. The institute was divided into nine classes, and each class or grade divided the subject of language. The teachers expressed themselves as delighted with the plan.

Shasta County.

At the Twenty-sixth Annual Session of the Teachers' Institute of Shasta County, October, 1899, a committe on Professional Reading was appointed to outline a course of reading for the ensuing year.

With the assistance of Dr. Bailey an outline was prepared for the guidance of the teachers in this work. During the teachers' institute in October, 1900, there was manifested every evidence that this course had been systematically pursued by practically all of the teachers.

At the summer meetings of the committee, arrangements were made for the preparation of special papers comparing Pestalozzi with Rousseau.

The following subjects were presented to the institute:

Rousseau's Excessive Individualism. His Individualism as Indicated in His Political

Ideas. His Individualism as Indicated in His Educational System.

Pestalozzi's Socialises. Influences of His Youth. His Domestic Relations. His Political Relations.

Rousseau; Theorist and Practitioner.

Pestalozzi: Practitioner and Theorist. His Theories and How *He* Applied Them. Modern Application.

Rousseau: His *Thought* Stimulating and Suggestive.

Pestalozzi; His *Life* Stimulating and Inspiring.

The whole subject was reviewed and summarized by Professor Ellwood P. Cubberley in a manner such as gave educational inspiration to the teachers.

Having followed a historical course for two years, and as work on a practical line was desired for the new year, the committee decided upon a course of reading as contained in McMurry's "The Method of the Recitation," and "General Method."

Many a teacher returned to his or her school better equipped for future work; and it is to the superintendent, Miss Poore, that the teachers of Shasta County are indebted for this course of reading, for hers was the insight that proposed the work, and it was her patience and labor that were effectual in making it a success.

State Superintendent T. J. Kirk was present during one session and addressed the teachers.

Professor Ellwood P. Cubberley, of Stanford University, who had attended former institutes in this county, remained two days and delivered several interesting lectures.

Harr Wagner, editor WESTERN JOURNAL OF EDUCATION, was present during the last day, and gave an instructive talk on "Geography as a Scientific Study." His subject, "Observation of Methods," also received the closest attention. An appreciative audience assembled at the Methodist Church to listen to his lecture on "Uncle Sam Jr."

H. T. Murrish, one of the ablest instructors in our county, recently gave a school entertainment in his district at Buckeye. The money realized was devoted to purchasing a bell for the school house. A.

Mariposa County.

HARR WAGNER, EDITOR WESTERN JOURNAL OF EDUCATION.—DEAR SIR: Mariposa County Teachers' Institute was in session October 30th, 31st and November 1st, with twenty-nine teachers in attendance. For instructors we had Miss Eleanor Brooks Pearson, of Stanford, the head of the Composition Department. She gave work in English, using the "Vision of Sir Launfal," and "The Lady of the Lake" Her work was entirely satisfactory—a great pleasure and benefit to all who attended. She has promised to come back to us next year if possible.

We had, also, J. W. Linscott, of Santa Cruz, whom you know. He gave talks on several subjects—History, Geography, "What Constitutes the True Teacher," "The Mission of the Country Teacher," and "The Value of the Ideal in Education." The effect of his work was awakening, inspiring, uplifting (you know this, since you know him), and I am much indebted to him.

I believe we had a good institute, and I feel confident of good results.

With best wishes for your success and the success of the improved and improving JOURNAL. Yours truly,

JULIA L. JONES.

Napa County Teachers' Institute.

Superintendent J. A. Imrie may well feel proud of his teachers and of the institute held in his county October 15, 16, 17.

The teachers of Napa County, at the suggestion of Mr. Imrie, and under the direction of Professor Ellwood P. Cubberley, of Stanford University, have been pursuing a course of professional reading that is greatly appreciated, as evidenced by the excellent papers read by the teachers, and the general and enthusiastic discussions that followed the reading. The subject of the past year was "Talks to Teachers," by William James, and so anxious are the teachers to resume this interesting line of work, that the Committee on Professional Reading in response to an urgent request to have some work assigned for immediate study, has selected "General Methods," by Chas. A. McMurry, and "The Method of Recitation," by Chas. A. and Frank M. McMurry.

Another feature of the institute deserving of special mention, was the session of Round Table work. This is especially valuable in the county assemblies of teachers, and, as in Napa, if once introduced, will be retained and much appreciated.

The addresses by Professor Ellwood P.

Cubberley of Stanford University and Professor Frederic L. Burk of the San Francisco State Normal School, were greatly enjoyed, and the evening lecture on "Uncle Sam, or the Reign of the Average Man," by Rev. William Rader, of San Francisco, was one of the best ever listened to by a Napa audience. "From a Superintendent's Standpoint," by Superintendent John A. Imrie, felicitously closed an excellent program admirably rendered.

El Dorado County Institute.

El Dorado County held institute at Placerville November 12, 13, 14, 15, 16. Superintendent T. E. McCarty arranged for but few instructors, but those so chosen were instructors in the truest sense of the word. Superintendent Thos. J. Kirk, in a scholarly lecture on Wednesday evening and an address to the teachers Thursday morning. gave ample supply of intellectual food for teachers' mental digestion.

D. R. Augsburg on the work of drawing gave most excellent satisfaction. He did not tell the teachers how they could teach the pupils to draw, but he taught the *teachers* how. So interested were they, that they assembled in the schoolroom every morning at 8, taking their places at the blackboard, and doing the work themselves under the direction of Augsburg. They took away enough work to keep their schools busy till next institute.

W. J. Bland, principal of Placerville Grammar School, had the subject of music and did most excellent work with the teachers as a class. Both "Tonic Sol Fa" and staff notation were taken up. As in the case of drawing the teachers had drill work every day and have a year's work laid out.

The lecture of D. R. Augsburg was as pleasant as profitable. In his inimitable style he dashed off illustrations to his talk on "Lines," that could talk for themselves.

The feature of the week was a reception to the teachers and their friends by the Placerville corps of teachers and Mr. and Mrs. McCarty, which was held in the assembly of Masonic Temple. It was not only the event of the institute but the event of any institute held in the county up to date.

MISS M. A. KELLEY,
Kelsey, El Dorado County, Cal.

Stanislaus County Teachers' Institute.

The annual meeting of the Stanislaus County Teachers' Institute was held at Modesto on November 7, 8, 9. The instructors were Mrs. R. V. Winterburn, of Stockton, in the lines of history and language, and D. R. Augsburg, of Oakland, in drawing. J. W. Linscott, Superintendent of Santa Cruz County, addressed the teachers on "The Country Teacher: Her Mission," and "Systems of Promotion"; and State Superintendent Kirk gave an address on "Some Reasons for the Lack of Interest and Non-Attendance at Pubiic Schools."

Subjects of general discussion were (1) "Our Systems of Promotions and Graduations: Its Faults and How They May Be Remedied;" (2) "At What Age or in What Grade Should Number Work and Arithmetic Be Taken Up?" and (3) "Should Fourth and Fifth Grade Pupils Be Dismissed at 3 o'clock?"

A course of pedagogical reading was outlined. On November 8th an esthusiastic trustees meeting was held.

CHICO, November 23d, 1900.

Principal G. H. Stokes, Pres. N. C. T. A., Marysville, Cal.

DEAR SIR:—In behalf of the citizens and teachers of Chico the undersigned desire to extend to you, and through you to the Executive Committee and teachers of the Northern California Teachers' Association, a hearty invitation to hold the next meeting of the Association in Chico. We desire to give our earnest assurances that the citizens of this place will do everything possible to render the sessions and the sojourn of the teachers here both profitable and pleasant. We trust that we shall be able to hear from you with respect to the acceptance of our invitation at an early date.

We are also authorized to express the hope that eventually the Association will take final action in accordance with views so generally expressed at the recent Marysville meeting, and decide to locate its meeting permanently at Chico. This action would unquestionably meet the approval of all our citizens. The central location of Chico, the excellence of its hotel service, its many natural attractions, the presence of the State Normal School which stands ready to place its resources in every possible way at the service of the teachers of Northern Calffornia, all argue strongly in favor of the movement. There are few cities in Northern California able to entertain the Association. Chico seems in many ways best fitted to subserve its proper functions; and in case you should see fit to take this action, it will be met with hearty approval by our teachers and citizens.

C. C. VAN LIEW, Chairman,
MRS. C. M. MCQUADE,
E. I MILLER,
For the Normal Faculty.
C. H. CAMPER,
ALICE SPROUL,
LENA BARKLEY,
For the Public School.
MAYOR O. L. CLARK,
M. OSER,
For the Citizens.

The Problem of School Visitation.

Superintendent J. F. Nowlin, of Umatilla County, Oregon, has written the following circular, which awakens questions of interest to every teacher, superintendent and school official:

The new school year has begun Most of you are getting your work well in hand. A few more days and I will begin my annual visiting tour among the schools of Umatilla county. To each individual teacher I ask this question: What will I find when I visit your school? Will I find you ready with words of apology to excuse the shortcomings of your pupils, or will I find you ready to show me something done and pointing ahead with pride to more that will be accomplished? Will I find you, your pupils, your schoolroom and your playgrounds presenting a neat, cheerful and cleanly appearance, or will I find the reverse? Will I find obedience and discipline in your school, or will I find disobedience and disorder? Will I find your programme, based on the state school course of study, occupying a prominent place on your schoolroom wall, or will it be conspicuous only for its absence? Will I find your school graded and you pursuing the plan outlined in the state course of study, or will I find you following the old haphazard methods of 40 years ago? Will I find you giving five pages for one reading lesson where five paragraphs would be too much? Will I find you supplementing every problem in the arithmetic lesson with from three to five bright original examples, or will I find you teaching only what you find in the textbook? Will I find you using some wholesome supplementary reading matter in your reading classes, or will I find you wearying yourself and your pupils by teaching nothing but the same old text-book matter that you have gone over and over so many times before? Will I find you a resourceful, thoughtful teacher, instructing your pupils to see, think and act for themselves, or will I find that this requires too much effort on your part? Will I find you enthusiastically teaching current events and keeping your school posted on the progress of the greatest age in the world's history, or will I find that you yourself belong to the fossiliferous age? Will I find you cooperating and working in harmony with the school patrons of your community, or will I find you too dignified, with the cloak of self-importance wrapped about you, disdaining to associate with the parents of those you are supposed to instruct? Will I find your primary pupils sitting idle, staring sleepily out of the window, or will I find them interested and engaged with busy work of an instructive nature, suited to their age and mental development? Will I find you teaching manners, morality, honor and patriotism? Does your bright boy in arithmetic know that it is better to always keep his word than to be able to solve all the problems in the Calculus? Does that pupil who writes those nice compositions know that it is better to be honest than to write equal to Emerson? Will I find you ready to co-operate with me and assist in devising means whereby we may place a library in every school house in Umatilla county? Will I find you fully alive to the great responsibilities you assumed when you entered the teacher's profession, that notwithstanding the smallness of your pay nor the sneers that your calling sometimes elicits from shallow, poverty stricken minds, you are fully aware that yours is one of the greatest professions on this earth; that you are constantly developing mind and building character and that every word and action of yours while in the presence of your little charges will to some extent make or mar their future.

Teachers, I have great confidence in you. I trust that I will not be disappointed when I make my curcuit of aid and inspection.

Fraternally yours,

J. F. Nowlin.

Teachers Coming in Force.

The Southern California Teachers' Association will meet in Los Angeles December 20, 21 and 22, and it is expected that the gathering will be the largest and best in the association's history. Besides the general sessions, the following departments will be represented by those named: English, P. W. Hauffman, Mary E. Foy; child-study, J. H. Hoose, Rose H. Hardenburg; classical, Alma S. Brigham, C. I. D. Moore; art, Mrs. C. P. Bradfield, F. A. Bonelle; manual training, W. A. Edwards, Annette Johnson; nature study, Edward Hyatt, B. W. Griffith; mathematical, J. C. Templeton, A. W. Plummer; kindergarten, Mary F. Ledyard, Olge H. Dorn; history, W. F. Bliss, J. B. Millard; music, Katherine E. Stone, A. D. Hunter; science, H. C. Fall, S. E. Coleman; commercial, J. H. Francis, W. H. Wagner.

Prominent educators will address the association on the living educational topics of the day. Besides many other speakers of note the following named persons will be present to take part in the proceedings: Superintendent J. M. Greenwood, Kansas City, Mo.; President David Starr Jordan, of Stanford University; President Chas. F. Thwing, of Western Reserve University, Cleveland, O.; Dr. Elmer E. Brown, University of California; President Frederic Burk, San Francisco State Normal School, President Edw. T. Pierce, Los Angeles State Normal School; Hon. Thos. J. Kirk, State Superintendent of Public Instruction of the State of California.

The schools of Los Angeles continue overcrowded. The *Herald* reports over 2,000 children without accommodations.

The Editor's Den.

George W. Curtis established a department in Harper's called "The Editor's Easy Chair." The chair was easy, because he could personally address his readers without using the dignified language of other departments, and even without the formality of an introduction. The department was a delight to all lovers of the négligé style of thought and literature. Brick Pomeroy also attained much success with a less artistic class of readers by his "Secrets of the Sanctum." Rounsevelle Wildman also contributed a department to the *Overland*, called as "Talked in the Sanctum," which was unique and interesting. The Sunday Edition of the *Examiner* had a literary charm for many people by the intellectual delights of "Prattle." by Ambrose Bierce. The old *Golden Era* was noted for its personal departments. The cheap magazines to-day are without editorial departments, with the possible exception of *Munsey's*. Mr. Munsey gives heart to heart talks with his readers about circulation and advertising. The standard magazines however, are as dignified as a high collar. The *Official Journal* also maintains a certain dignity, but the editor does not object to a good story once in a while.

The other day Richard Faulkner, the dignified and numerous principal of the Franklin Grammar School, entered the Den, with his hat on his head, and a smile just where it ought to be. "Have you heard the news?" he inquired. "What?" said the editor. "Caspar Hodgson and Superintendent Mollie Owens are married." "Well, that is a good one on the American Book Company," said the office boy. "Why," said Faulkner. "Well, will not Miss Owens adopt Mr. Hodgson's books?" "Oh," said Faulkner, "Hodgson married an Oregonian and Miss Owens married Mr. Avery of Vina."

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The editor of the Mothers' Club Department came into the Editor's Den, and complained that she was bothered with a surplus of Belgian hares. Joaquin Miller, the Poet of the Sierras, who was writing in a corner, quietly remarked that he noticed a sign up the street that read, "Surplus hairs removed by electricity."

* * *

Herbert Bashford, the State Librarian of Washington, and author of "Songs of Puget Sea," visited the Den once, and heard a man express his intention of building a home out beyond the cemetery. "Why not wait and you will not need to build," inquired the poet. "Why so?" replied the prospective builder. "Because, if you are good, you'll have a home beyond the grave," said the poet.

* * *

The genial Mr. Smith, who represents, not misrepresents, Ginn & Co., visited the Board of Education of Colusa county and congratulated Miss Laugenour (who had recovered from her surprise at the accident that happened to the foot of the mountain, as told by Supt. Erlewine), upon her election. He explained to her how much he was in favor of lady superintendents, etc., etc. The two men, members of the Board of Education, who had been defeated by Miss Laugenour, heard it all, and then pretended to be very much offended. Mr. Smith returned to his hotel and counted two votes against his books on account of his enthusiastic congratulations. The other book men tell the story from Siskiyou to San Diego, and of course the Den got the story.

* * *

The California teachers are always on the alert when an eastern educator begins to talk about California. Two thousand teachers have not forgotten the good-natured ripple of laughter that crossed Metropolitan Hall when Dr. Draper said "the beautiful valley of San Joachim, and the garden city of San Jo-*se*." Dr. G. Stanley Hall was the delight of the Den and the teachers. He is the best story teller that ever came to the Greater West as a star attraction of a Teachers' Association. The story is well remembered where he said, "When I meet the young man who turns up his nose at American institutions before he has learned to keep it clean, and then pooh-pooh honest effort, I want to join a savage Indian tribe, and I would select the Kick-a-poohs."

Pres. Wheeler now and then tells a good story; but not very often. It has been said that his pronunciation of Indian and Spanish-American names is absolutely correct.

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Transportation Rates for Teachers to San Francisco to the California Teachers' Association.

The railroad companies have granted the Association a rate of 1½ fares. The steamship companies 1½ fares from all points of call in the State. These rates are based on the receipt-certificate plan, which is that attendant must secure a receipt from the agent when purchasing his ticket. If this receipt is properly filled out and countersigned by the secretary, or railroad secretary, a return ticket may be purchased at the reduced rate. These receipt-certificate forms can be procured of the agent selling the ticket. The one exception to this is the Cal. N. W. R. R. Those coming over this road must get their receipt-certificates from their city or county superintendent.

The Steamship Co. has granted a return time limit of two weeks. The Pacific Coast Companies give 5 days. Tickets may be procured 15 days prior to the session.

These rates are extended to all, whether teachers or friends, who pay $1.00 membership fee and who comply with above conditions.

Trustees.

Superintendent Geo. S. Ramsay of Fresno county is making big preparations for a meeting of the trustees, Saturday, December 22.

The Board of Education of Alameda has inaugurated the system of hiring a carryall to transport the children of outlying districts to the town schools. The Board is well pleased with the plan.

It is to be desired that every trustee will make a careful study of Superintendent Kirk's Biennial Report. It is an important educational document.

The Educational Commission has issued a report of its work. The greater part of it was published in the Official Journal, May, 1900. Trustees who desire the late revised report should send to G. W. Beattie, secretary, Berkeley, Cal.

Boston has an institution known as the Volunteer Public School Association, whose chief mission is to keep the public school system of that city out of politics and within lines of faithfulness to the best educational ideals. The association asks nothing of either political party except that it nominate for the school board men of approved integrity and qualifications, who will perform their services as conscientious trustees to the public, and who will secure the appointment of teachers by the rule of merit, without regard to political "pull" or favoritism. When the proper time comes in each election year the association makes known its judgment on candidates nominated, and and recommends a list of candidates for whom any citizen who desires the best for the schools may safely vote.

Benjamin Ide Wheeler spoke recently at a number of meetings composed of business men, fruit growers, farmers, etc., including the fruit growers meeting at San Francisco, and the County Fair in Tulare county.

Superintendent Dan. White, of Solano county, is devoting considerable attention to securing the co-operation of trustees. Here is a portion of a circular he issued on Arbor day:

To the Trustees, Teachers, Pupils and Patrons of the Public Schools:

A year ago I submitted to the teachers of this county the following question: "Are your school grounds adorned with trees and shrubbery of any description?" Responses were received from all the teachers. Since then I have visited every school in Solano County, and I regret to state that in many instances the school grounds are barren, desolate places. Quite a change would be made if we should inaugurate an "Arbor Day." These now cheerless grounds would soon be transformed into beautiful spots, attractive to the eye of the traveler as he visits our county, and would make the school days of our pupils pleasant recollections in after years.

In several of the counties of the State, "Arbor Day" is appropriately celebrated by the pupils of the various schools. With the exception of Benicia, I am unaware of any school where such a day has been observed in Solano County. Teachers, why not make a beginning and make this splendid custom general? It is not necessary to plant a large number of trees yearly. A class tree, if no more, will be sufficient. However, the number and kind I desire to leave to the judgment of the trustees, teachers and pupils of the different districts.

I will not object to trustees defraying the expense attached to furnishing the trees and preparing the ground from the funds of the district; but I think the day will be better spent by having parents, teachers and pupils do the work chiefly themselves. After the trees are planted it behooves teachers and pupils to see the same receive sufficient care.

Since assuming the duties of County Superintendent of Schools I have received several letters approving "Arbor Day" exercises in our schools. The press has also referred to the same favorably, and I feel certain that this circular will meet with hearty approbation from all interested.

Respectfully,

DAN H. WHITE.

Edward Howard Griggs.

Boston has never been more enthusiastic over any educational visitor than over Edward Howard Griggs, who is giving the course of Twentieth Century lectures in Lorimer hall, and to whom the Twentieth Century Club gave a reception at the new club rooms on November 17. His lectures are attended almost exclusively by teachers and their friends, and the company is as large and as representative, educationally, as any audience called together. It is less than two years since Mr. Griggs began his career as a lecturer, and his success is greater than that of any man who has not had a spectacular experience that makes people anxious to see him because of what he has done. Mr. Griggs' attraction, aside from an interesting personality, is what he has to say upon great themes. He is a graduate of the University of Indiana, was a professor in Leland Stanford Jr. University for some time, and has spent a year, on two different occasions, in study abroad.—*New England Journal of Education.*

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The *Teachers' Institute* for November devotes a column to the excellent work of Superintendent Susan Lord Currier, and the schools of Skagit county, Washington.

WESTERN SCHOOL NEWS.

The Santa Paula schools mourn the death of Miss Emma Boor.

P. W. Kauffman, of the Ventura High School, has gone East to attend a family reunion.

Los Angeles city is agitating for public baths in connection with the schools, for the pupils.

The State Normal School at San Diego continues to grow. It is reported there are 243 pupils enrolled.

The Briggs schoolhouse, in Ventura County, will be completed January 1st. It will be a model of its kind.

Mrs. Logan, of Redding, has resigned her place on the school board to accept a position as teacher in the schools.

The trustees of Fresno County will meet on Saturday, the 22d of December, and the trustees of Tulare County on the 18th of December.

Mrs. J. E. Chope, Superintendent of Schools, Monterey County, is making subins itutes a great success. She recently held one at King City. There were over twenty-five teachers present. All took an active part in the proceedings.

Humboldt County, under the leadership of Superintendent Brown, is arranging to take up local nature-study in a systematic way. It is intended to make the "study of the trees of Humboldt County" as one of the four subjects to be considered at the next institute.

Geo. A. Spencer, of Lewis; R. S. Simpson, of Whatcom; Susan L. Currier, of Skagit; T. N. Henry, of Thurston, have all been reelected superintendents of their respective counties in the state of Washington. These four superintendents are stalwarts, and the counties they represent are very progressive in educational matters.

Hon. J. W. Anderson, ex-Superintendent of Public Instruction, has removed from his ranch in Fresno County to San Francisco. John Swett, James Denman and Mr. Anderson recently met in the city. These three educational stalwarts are three score years and ten. Where is there another state or profession that can show three men the equal of these? John Swett joshingly says, "Where can you find three such good examples of early piety."

The Teachers' Round Table, of Stockton, has reorganized and has elected Professor D. A. Mobley, principal of the high school, as president; F. E. Ellis, secretary, and W. H. Murray, treasurer. As soon as election excitement is over, the Round Table will commence on a series of winter lectures, which it is expected will be literary treats and will be received enthusiastically by those who enjoy something high in the educational line.

Superintendent R. H. Webster has appointed D. J. Sullivan deputy superintendent of schools. Superintendent Webster is to be congratulated on making a very wise choice. Mr. Sullivan has had many years practical experience as superintendent of the Alameda schools. He gained a reputation of being a careful, conscientious, supervising official. His training and experience will make him an extremely valuable member of Superintendent Webster's corps of deputies.

Professor Henry T. Ardley, who was for a number of years at the head of the Art Department of the University of California, and

H. L. Davis, W. D. Fennimore, J. W. Davis

Modern education requires severe use of the eyes—mental capacity is impaired by eye-strain. Have your eyes attended to while in the city—you will profit by our knowledge, skill and experience.

317-319 KEARNY STREET.
BETWEEN BUSH AND PINE.

who made two trips around the world for the purpose of studying the practical side of the industrial arts and their history. will be available for a number of popular lectures this year. He is an interesting talker, and as he studies with such masters as Ruskin, Leighton and others, enables him to present the highest forms of art. His lectures are all illustrated with large drawings and paintings. Address Professor Henry T. Ardley, Berkeley, Cal.

Professor A. M. Nuckolls, who has been principal of the local grammar school for the past two years, has tendered his resignation to the board of trustees, the same to take effect at the expiration of the present school year, January 1, 1901. He will enter Hastings law college in San Francisco and study for the bar. Mr. Nuckolls has been a very successful teacher; and the trustees part with him with genuine regret. He will be succeeded by George H. Rhodes, formerly superintendent of schools and late principal of the grammar school at Fort Bragg. The local grammar school closed yesterday for the week and the fall term will close December 21.—*Ukiah Republican.*

The proposition for a renewal of the contract with the American Book Company to supply the board with books came up for discussion. It was somewhat extensively discussed. Mr. Gunn was present and explained that he was not ambitious about the matter; that he had not come over here on this business, but for pleasure and recreation, with his family, and that he was glad he had come. He said Hawaii was now getting its books more cheaply than any state or terri-territory, receiving the old export discount. Any book that might be displaced would be taken up dollar for dollar in other books and the company would pay the freight. He referred to the newspaper talk about book trusts, but said there was no such trust. The awarding of the contract for text-books for the next five years was postponed until February, 1901.—*Republican, Honolulu, H. I.*

The meetings of the Department of Superintendence of National Educational Association will be held in University Hall, in the Fine Arts Building, 203-207 Michigan Boulevard, Chicago. Dates of meeting, February 26, 27, 28. Two evening lectures will be arranged for, both given in the same hall. As the size of the hall is limited, admission will be confined to members of the department. President Arthur T. Hadley, of Yale, has been secured to give the lecture on the evening of the 26th. It is planned to devote one session of the meeting to reports of what is actually being done in the subjects of domestic economy and manual training in the elementary schools of several cities where this work has been organized. It is not the purpose to devote this time to theoretical discussion of these subjects, but to reports of what is actually being accomplished, with something of the details of administration in carrying on this work.

Quite a notable affair in commercial educational circles came off Friday night, Nov. 30, at the Cafe Zinkand. It was the occasion of a banquet given the faculty of the California Business College in celebration of the reorganization and enlargement of that institution. Mr. M. K. Lauden was the guest of honor. Among others, there were present Mesdames Durham and Roelofsz and Misses Thompson and Coret. After an elaborate dinner, there was a succession of toasts as follows:

Mr. C. L. Smith, Ph.D., replied to the toast, "The Moral in Education," and Mr. R. K. Renshaw to "The Pen is Mightier Than the Sword," and Mr. R. A. Jordan to "Law in Commercial Life." Mr Roelofsz was particularly happy in his reply to "The Ladies." and Mr. Lauden spoke at length upon "The Principles Underlying Commercial Education," but the principal event of the evening was the speech of President R. L. Durham, the subject of which was "The Significance of Utility in a Business Education." The speeches were all upon a high plane of thought and indicated a lofty conception of commercial education. These regular speeches were followed by miscellaneous witticisms, and the entertainment continued to a late hour.

There appears in this issue several pages of special advertisements of responsible firms like the California Optical Co., A. Andrews, Rudolf Barth the jeweler, several hotels and rooming houses, etc. The advertisements have been selected because it will furnish teachers visiting the city during the Association places to stop, and other places where they can shop with reliable parties. Teachers who call on the advertisers will confer a favor on the editor if they mention the JOURNAL.

President Benjamin Ide Wheeler has an able article in the December *Atlantic Monthly* on "The Art of Language."

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State Council of Education.

Program in part for Session of 1900.

Continuation of Course of Study for Elementary Schools.

(a) Primary Grades...Ellwood P. Cubberley
Discussion, J. W. Linscott, Jas. A. Barr.
(b) Grammar Grades.....P. M. Fisher
Discussion, Robt. Furlong, J. A. Foshay.
Course of Study for High Schools.....
.....T. L. Heaton
Discussion. Carl H. Nielsen, J. W. McClymonds, O. P. Jenkins, Lucy M. Washburn.
Retrospect of the Past, Forecast of the Future..... .. .. .Elmer E Brown
General discussion led by Prof. G. H Howison

THOMAS J. KIRK,
Ex-Officio Chairman.

Re-Name the Schools First!

MAUDE M. PEASLEE.

One of the strongest notes struck at the Nevada County Institute, and one that is still vibrating, was the vital question of certification of teachers.

We had gone there with some doubt as to the intent of the wording of the "Suggested Plan for the Certification of Teachers" as it appeared in the pages of your September number.

Much feeling was manifested when, toward the close of the session, resolutions were read bearing directly on the question.

Heated arguments and pointed questions brought some information and assurances, from those in a position to know, that no slight nor lowering of grade was intended toward those now in possession of active, valid certificates; but, while our resolutions were altered to be more moderate and pacific, many of us returned to our respective schools not a little dissatisfied with our own lack of a clear understanding of what this new plan might work for us in the future.

Of course I look upon my Life Diploma, issued in 1896, and upon which I have continued to teach, as a legal contract between the State and myself. I do not lack in patriotic feeling toward my State institutions and her laws, and I am willing to believe that, in any instance, I shall be fairly and honorably treated by the State with which I hold this contract.

But, will the general masses of the people with whom we, as teachers, come in contact, the trustees in isolated districts where some of us occasionally go, understand the change of name and what it really means? May they not think it implies a lowering of the standard and efficiency of that teacher, who has taught successfully for years on a grammar grade certificate, if her rank is apparently lowered when she has her certificate renewed or goes into another county, there applying for the necessary papers on her time-honored credentials of a grammar grade life diploma?

Many misconceptions might arise. I once finished a term for a teacher who held a second grade school on a like certificate. My clerk said to me one day, "I hear you have no second grade certificate." "No," I replied, laughing at what I supposed was his joke. "Well, then," said he, "I think you had better resign, and I'll let Miss ——, who has a second grade certificate, have the place." It took the county superintendent to settle the case, and, of course, I remained, for the clerk had no fault to find with me, but only that it gave a chance to help a favorite, his wife's niece, to a position the other trustees had previously refused her.

Does it not seem that there should be no possible misconception of any laws relative to our public school work?

To do the best work for the children in our charge should we not have the best of clear cut tools, properly named, that they may not hinder our efficiency?

The word elementary certainly does not seem to apply to grammar grade work, and who can be sure of fair treatment unless the names of the schools are changed to correspond with the certificates?

It would be a manifest inconsistency to reconstruct a tool before the work for which it was intended demanded the alteration.

Then why not first change the names of the schools where these certificates shall be valid? Then an "elementary" teacher of twenty-five years good standing will be able to teach without question in any former grammar school.

We ask only fair play. Raise the percentage required for primary certificates if you like. It should be done. Stop issuing or renewing primary certificates of the present rank.

Any teacher who has held a primary certificate of the present grade for two years ought to work for something better. We are willing to take rank with normal teachers, but it would be very distasteful to take the name of "elementary" until the rank of the schools are correspondingly changed. We are not willing to be ranked "even up" with primary teachers and all called elementary.

Bring these primary teachers up to a higher standard, and then, if you will, when they are on our educational level, change the names of the corresponding schools and we will recognize your good will and justice when you propose to re-name our certificates.

The State Board granted our life diplomas for "superior scholarship, and long and successful experience." Does not that rank me higher than the second grade teacher who cannot get such testimonial?

Who is your proposed certification of teachers to help? Is it for the great mass of "faithful old servants" and the public school system as a whole, or your university graduates?

The greatest good to the greatest number! Fair play, gentlemen!

Make it plain to us what you mean to do

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Re-name your schools before you alter the wording of the certificates you propose to renew.

Notice — in Section 5 — you say "County boards of education may renew certificates issued by them prior to the adoption of this law and now in force." Why not in the case of our grammar grade certificates, at least, "must" renew?

In the same section you show plainly your intent to raise the present primary certificate to that of the proposed elementary.

That is well. I voice the sentiments of many teachers when I applaud.

But, change that first, before you bring confusion into our ranks. Then avoid the probable misconceptions attendant upon this change of names, by changing the names of our schools first and afterwards our certificates to correspond. This, on the basis of my belief that your intent toward us is fair and just.

Grant us at the same time a uniform course of study thruout the state, in all grades from the primary school to the university, and we pledge you increased effort and more efficient service with better results.

Rough and Ready Grammar School,
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EDITOR WESTERN JOURNAL:—I wish to protest against Mr. J. D. Sweeney's protest in the October number of the JOURNAL. Let me take Mr. Sweeney back to my experience as a school boy forty-five years ago in Sonoma County. Nothing was furnished but a shanty of a house, and even that was built by subscription among the neighbors. Besides books, paper, slates, pens, ink and pencils, I remember my father supplied me with a desk and chair at his own expense, and helped pay the teacher. Would Mr. Sweeney like to return to those "good old times"? I imagine not. True, we "got along;" people generally do. I used to read by an old tallow candle my mother made. Would Mr. Sweeney like to exchange our incandescent lights for that old tallow dip? Not much. People argued then against the State furnishing teachers, desks and houses. But the State moved on in spite of them. Thanks to the spirit of progress, we now have our schools equipped with every possible appliance necessary in the instruction of our children. Who would take a backward step?

Let us examine the "waste" to which Mr. Sweeney refers. I cannot better explain that away than by referring to my own experience as a teacher.

Three years ago I commenced teaching a certain school, and when I closed my term last May, I took an inventory of stock. Not a book was missing. Every book and apparatus was intact. After three years use there was not a knife mark on any of the desks. The teacher must be watchful, must be vigilant, must be diligent. The schoolroom is no place for a lazy or indifferent teacher.

Let us examine another side of the subject. If I have my school thoroughly equipped with books, apparatus, and so forth, there is no delay when pupils enter the school. Here is a book, here is your lesson. The pupil is ready to go to work. Parents have no trouble running to town to buy books. We have them ready. Let a teacher try a school with all books furnished, and he will never want to go back one step. But rather say, let the State furnish more. That is my experience. But teachers must train their pupils to be honest, to be careful, to be neat. I feel it just as incumbent upon me to teach honesty, industry and economy in my school as to teach any branch of study. "Uncle Sam" sends out his soldiers equipped with guns, ammunition, etc. Much more ought the State equip its children with the implements of warfare against vice and ignorance.

Yours truly,
J. C. SHIPLEY,
Auckland, Calif.

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THE WESTERN JOURNAL OF EDUCATION

Edited by Harr Wagner

JANUARY, 1901

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Old Series: Golden Era, Vol. XLVI. San Francisco: January, 1901. New Series: Vol. V Number 9.

Break Down the Door.

Break down the door of the jubilee
  Let the penitent years pass in,
And with knees to earth in the sacristy
  Unshoulder their loads of sin.
Nineteen hundred of Christian years
Their stoles all dabbled in blood and tears
Red, red with the wrongs of men.—
  With the gorge of gold, and its worth,
And the hearts that broke 'neath its glittering yoke
  In the marvelous faith of youth.
Pass through, pass in, old years, and then
  Turn back and seal your door again.

Break down the door, oh! thou white new Year!
Break down the door, "the holy door"
That never was struck with mace before,
Brave priest, you have not of sin nor fear,—
But pass you in in reverence prone,—
Lo! Truth stands naked there alone.
Look once and die, for so it is writ,—
But the door you open and out of it
  The light of her face will shine
Till the morning stars shall sing again
  Peace on earth, good will to men.

— *Madge Morris.*

Art in Language.*

BENJAMIN IDE WHEELER.

Great as is the mystery of printer's ink, it does not make literature; neither does pagination or imprint, nor covers, however garish or however limp. We live in an age when there is much putting of things in black and white. Stenographers flit hither and thither, and the click of the typewriter is abroad in the land; the issue whereof is much blackening of much good white paper with many needless words, and more needless paragraphs and sections. How sadly we are missing the restringent and demulcent influences of the old quill pen! We might spare chirography from the list of fine arts, leaving that to China; but in another generation we shall forget how to spell as well as to write, leaving that to the specialists in spelling, the duly initiated and installed knights of the typewriter. Still, all this we can overlook, so far as our subject is concerned; for, after all, literature is neither chirography nor orthography. Yet we shall have to recover a little from the *megalitis* with which for the time the typewriter and stenographer have infected us.

It is a good old rule to be sure one has something to say before undertaking to write. Lack of precision in expression is undoubtedly due in large measure to murkiness of thought. On the other hand, it is true that the formulation of thought into language is, in ordinary experience, the surest method of clarifying one's ideas. Talking or writing one's self into clearness is therefore often good policy, but it cannot in fairness be done at the expense of the hearing and reading public.

Good literature presupposes substance,—ideas, knowledge, convictions, or profound impressions. Yet neither of these, nor all of these together, will make literature. Clearness in either or all will not do it. Good timber fitly framed will make a house, but not necessarily architecture. An auctioneer's catalogue conveys information, is clearly analyzed and perfectly explicit, but it is not literature. Literature is art, and art is more, infinitely more, than the best of intelligence can make out of the best of material.

Concerning the rationalizing intelligence of man, it may still be said that it knows in part, it prophesies in part, it sees in a glass darkly; concerning art, it must be said that it seeks unto the vision which is "face to face."

Poetry is profounder than psychology, architecture than engineering, painting than the physics of color, literature than philology, faith than criticism; and though these sterner disciplines of the intelligence purge and chasten and correct, they are guideboards, and not the way; they are precepts, not the truth; they are body, not the life.

Art implies beauty, whose laws have set their judgment seat behind the veil. The laws with which the sciences of metre, grammar and physics

*Extract from article in December number of the "Atlantic Monthly."

deal lie on the hither side. Dimly they shadow forth the higher law, but cannot compass its expression.

Art implies taste, and taste weighs in subtler balances than those of the chemist or the analyzing critic. The judgments of the jurist order themselves according to the chance law of statutes and of civic usage; the judgments of the physician fit themselves to the narrow circle of what flitting experience has taught; the judgments of the philologist, the engineer, the physicist, use the scraps they have collected, matching them together in hope of discerning fragments of a pattern. They all see in part and know in part. They all see with part of an eye and judge with part of a soul. But taste abjures the mimims and the millimeters, the fragmentary tests and the partial vision, looks full and straight with the whole of the soul, and judges with the whole of the life. The judgment of taste is more than the sum of all the judgments of reason, as home is more than the sum of the rooms of a house, life more than the sum of the members of a body, communion with God more than the sum of all the doctrines.

Art implies an ideal. An ideal is a vision beyond the power of materials, whether of marble or of language, to express. In the artist's hands these materials can suggest the ideal; they can point toward it; they can summon it forth. When the material embodies all that he who shapes it has to tell, then the work is handicraft, not art. The work has satisfied itself in constraining the material to a use. If it was good work, it has made a good hammer that will drive nails, a good bridge that will save wading, a good likeness that will identify a criminal, a good statement that will convey information without inspiration. Teaching that imparts knowledge, and fails to supply ideals and inspiration, is notably not education; craft that fires no yearning for the vision of the greater whole is not art. A rift in the veil, a glimpse in that other fair land where the best that is in us divines itself native,— that alone is the handiwork and yield of art.

Literature is art. It is art whose crude material is language, as the sculptor's material is marble, or as the potter's is clay. Its mission in the first place is so to shape its material that form and beauty may emerge. The day has not passed wherein the grace of words fitly spoken has power to quicken and inspire human life, nor has Spencer's dictum,

> "For pleasing words are like the magic art,"

lost in reality any of its value, despite the chronicler, the intelligencer, and all the apostles of the matter-of-fact.

It cannot be denied, however, that a practical age has had its effect. Men certainly do hesitate frankly to confess that in their own usage language is used as an artistic material and subjected to artistic treatment. There is apparently a feeling that the confession would involve something demeaning to the content of thought. Rhetoric is in bad odor,— chiefly the name. In the schools they try to hide it under the name "English." There never was, however, in all the days of our civilization, a more widespread and certain demand for what is called "good English," or a more perfect appreciation of what is said to be "well written." Rhetoric as a name has fallen

into discredit because it has come to be associated with tinseled phrase and empty words. But this is no rebuff to the art. Every material of the arts, from ivory to wood, has sometime been misused as tinsel. The empty display of material is not art; it is child's play.

Somewhat of the ultra-modern idea that art and language have no proper dealings with each other is traceable to the influence of the modern scientific study of language. The science of language is still young, and much that it has taught is proving to have been most superficially conceived. Now that the science is passing over into the years of discretion, it is looking back with some quiet regret at the amateurish ventures of its earlier days. The first joy of the discovery that language growth was susceptible of formulation under laws danced to the conclusion that language was a physico-physiological entity, and its growth so genuinely a "natural" one, and so exclusively subject to the control of "natural" laws, that any interference therewith on the part of the correcting schoolma'am, the admonishing dictionary, the leveling purist, the embellishing rhetorician, or any other minions of the law-and-order party was either little short of vandalism, and to be ranked with the docking of horses' tails, or at best a form of professional service to be classed with dancing lessons and facial massage.

The incipient science of education has been passing through a similar phase, wherein the notion that biology furnishes the unfailing clue to educational procedure has played havoc with good sense. The fallacy, of course, lies in the assumption that the human life to which we seek to adapt the child is preëminently biological. It is not; it is preëminently socio-historical,—lived in society, determined by the historical order. Education as a department of study must ultimately find its closest affinity, not with biology or with psychology, but with sociology,—or, rather, with history outright, for there is no sociology without history.

* * * * * * * * *

Literature, therefore, is art in that it shapes its crude material, language, into forms that satisfy the taste as the high and wide-horizoned judgment seat of the spiritual life; but it is also art—and this perhaps is more—in that it uses these forms to set forth the ideals, which to the spiritual eye are more real than the realities. The story of the experiences of individual men as told in diaries, or of tribes and nations as told in chronicles, may or may not, in diary and chronicle, reveal the outlines of a plot; but whenever through the mazes of details there shines the glimmer of a golden thread to suggest motif and plan, then art is beginning,—art that discerns a figure buried in the crude stone, and sees a drama linking together the scattered experiences of a life. History that is literature, and not mere chronicle, finds in the fate—which is to say in the character—of nations and races a soul of idea for the body of facts. Biography that is literature, and not mere diary, finds a like soul of idea in the mysterious, if not mystical, unity of a personal character. The vision of such character in a landscape or a building, in the life of a person, the fate of a people, or the drift of a century, is

the gift of the inspired insight of art. It is this, and nothing more, that we mean by ideals and the ideal.

The quest for the ideal and the instinct of form are close akin. We rejoice to find on the common materials of our seen life traces, though ever so slight, of the mould marks which betray their connection in use with some great plan or work or purpose of the higher and unseen life. Through the mould marks of form our vision is quickened to see the pattern set in the mount. Form in art, form in literature, form in manners, form in devotion, all are born of one human instinct and desire,— the desire to see the common every-day life and its materials now and again dignified to the service of some higher purpose, to participation in some greater plan of the greater whole.

The Illiad is art, whether or not the critics find in the whole story a complete plot, because there is everywhere present in Homer the quality which alone gives a plot value and effect,— and that is *form.* Metre and rhythm, the recurring epithets and the ringing verse endings, they are only the mould marks of form; but the rounding of the episodes, the panoramic effects of the action, the half conventionalization of the characters, the stateliness of the stage setting, the whole atmosphere of the heroic, betray the very shaping of the mould itself. From beginning to end the poem is art. It is closer in touch with the stage than the street, for it is abstracted from life.

Art offers the moulds which fit our many separate lives. It is the master key. Language is the keenest expression of life. Art and the life that really lives are inseparable. Language is art's most supple, most familiar clay.

Think on These Things.

W. J. MEREDITH.

A teacher said to me not long since: "Our pupils have lost the character of students. They do their school work simply as a duty, just as they would wash dishes or bring in wood for the kitchen fire at the regular time." Another, when asked why she gave her pupils certain tasks, replied in astonishment: "Why, it's in the course of study! They couldn't be promoted without that." Another active young woman justified an assignment of work by saying: "That's the way we did at the normal. It keeps them busy while I attend to another class."

A principal criticised the adoption of a brief, attractive text on hygiene in place of the two-or-three-book course in physiology formerly in use, by pointing out that it did not contain enough to enable one to pass the teacher's examination. "Besides, I can get one a third larger from the X. Y. Z. Co. for the same money!"

A county institute gravely resolved that algebra, physics, and literature should be added to the common grammar school course because they were required for a first grade certificate.

A city superintendent unblushingly advocated recently in the N. E. A.,

as to the distinctive merit of his "system," a scheme to save the pupils of the schools under his charge some hundreds of days in the process of promoting from the receiving class, through the grades into high school.

There are dozens of more or less excellent, profusely illustrated and widely advertised school journals clamoring for the teachers' patronage. Hundreds of "Teacher's Helps," thousands of supplementary texts of all kinds, thousands of "devices" and "methods" flood the country and threaten to crowd the teacher out of her living room, bed chamber and garret, but outside of the rural schools I seldom find more than a trace of that love for school work, and that hungering for what the schools ought to give, that characterized our pupils fifteen or twenty years ago. What is wrong?

The symptoms are those that usually follow surfeit of too highly seasoned food and the neglect of plain essentials. The pupils are by no means the only sufferers. Mothers' clubs are asking for all sorts of "practical" subjects to the school work. Teachers' clubs are taking up all sorts of vagaries plausibly advanced and vociferously heralded as the cure for all our educational ills. Wrangling over the respective merits of the books furnished by the respective publishing firms takes up more time and energy than is given to the consideration of the child's mental needs. Transcendental theorizing over culture epochs, organic education, and new psychologies written to justify someone's new idea of number or what not, take the place of everyday common judgment and practice.

Now, experience has shown us that, as educational tools, certain studies will do for the mind certain things, and that they follow each other in a natural order as the mind develops. Only within certain limits can substitutions be made without neglecting some side of the growing intellect. The talk of making a single study the basis of education must be taken to mean no more than the choosing of a common banner under which to marshal the forces of all studies. The saying that it matters less *what* one studies than *how* he studies it is true only so far as we are discussing one of the great divisions of the curriculum.

All the studies we use as mind educating implements from the primary class to the post graduate work of the universities fall into four great groups, belong to four great types, which for convenience we may call the mathematical, the political, the scientific, and the language or expression groups.

The first named has been thought out more definitely, perhaps, than any of the others. We seldom hear much discussion as to the order and quantity of the different branches of mathematics to be used.

The political group is fast assuming systematic order. Beginning with the myth and folk-lore we pass to story, biography, narrative history, elementary civics, philosophical history, civil government, economics, sociology, and so forth.

We are still doing considerable groping among the sciences, but in general, we assent to something like the following order:—Nature study, home geography, political geography, physical geography, the natural sciences (in what order we hardly know), the specialties in science, and so on.

The language or expression group includes in order of natural develop-

ment, the oral speech of childhood; reading and language lessons; grammar, of our own and other tongues; composition and rhetoric; literature, English and foreign, ancient and modern; philology and the rest.

Now the several branches of these various groups are mere variations and outgrowths of each other, and serve the same general purpose.

The carpenter uses several planes, the jack plane, the smoothing plane, the molding plane, but they are all planes, and have the same general use, to prepare the surface of his boards and timbers. For other uses he has saws of several kinds, and boring tools, augers, bits and gimlets. He does not plane with a saw, bore with a plane, or cut lumber with his gimlet; each kind of tool is reserved for its own purpose. So with these educational tools. The mathematical group will not take the place of any other group any more than any of the others will take the place of mathematics.

It seems, then, that we need a representative of each of these classes to accomplish the work laid out for us by the child's intellectual needs. It seems equally clear that more than one representative of each at any one time is unnecessary, since one branch will furnish the same kind of exercise as others of its group. This does not mean necessarily that the four groups are always equally important, or that they should always be kept entirely separate from each other. In framing a building the carpenter uses his hammer and saw more than his other tools, but he will use them all before the edifice is finished. Neither does it mean that each branch must always have an equal division of time and attention, any more than that the carpenter ought to saw for fifteen minutes by the clock, and then take up his hammer or plane for the next quarter of an hour. There is as much waste in attempting to carry from the first an equal amount of each group of studies as there is in the useless duplication we often see in our "well-organized" school systems.

At certain stages some one group may be the matter of chief interest, and the others merely incidental. For instance, I have no doubt that if we concentrated our efforts on reading and language for the first three or four years of a child's school life, and made all else merely auxilliary, we should produce many more enthusiastic and intelligent students, and break down fewer excellent teachers; we should certainly turn out fewer blasé infants, fewer feverish little grade-and-promotion chasers

A clear recognition of this natural fourfold division of studies and the purpose of each group would make impossible our many overcrowded courses of study and lash-driven corps of teachers. The faddist and text-book manufacturer would find a less fruitful field, probably, and it would certainly become more difficult for charlatans to hold our superintendencies by spectacular claptrap and self advertising.

I have not discussed music and drawing, nor the innumerable side issues of manual training, sloyd, color work, physical culture, mercy teaching, school sewing, cooking and what not. These things have their undoubted use and proper place, but the crying need of the day educationally. is not enrichment of the course, not quick promotion schemes, but an intelligent study of human conditions, of the real purposes of public education, and of plans that will give the teacher time to teach and the child time to learn.

Think on these things.

The Hampton Institute, Virginia.

DAVID S. SNEDDEN.
Teachers' College, Columbia University.

Late in November a group of the Graduate Students of Teachers' College, Columbia University, who are investigating the various phases of current education, took a four day's trip to the Hampton Institute, located at Hampton, Virginia. The party was under the leadership of Dr. Russel, Dean of the Teachers' College. Dr. Frissel, the head of Hampton Institute, and his faculty, gave the party generous opportunity to investigate all phases of this most markable educational experiment. It may interest Californians to know that among the faculty is Mr. Dyke, a graduate of Stanford University, who is in charge of the normal department. His wife, who contributed to the entertainment of the visitors, will be pleasantly remembered as Miss Estelle Darrah, once instructor in Stanford University.

Hampton Institute owes its origin to General Armstrong, who organized it shortly after the close of the civil war to meet some of the urgent needs of the recently freed negroes. For over a score of years it was under his direct management, and at his death, Dr. Frissel, the present principal, was placed in charge. Under careful management and the support given by South and North it has steadily grown, until today its four score buildings, its many shops, and its numerous students, suggest a miniature city. Its support comes partly from the interest on a considerable endowment which has accumulated thru numerous gifts and benefactions; partly from an annual appropriation of $20,000 made by the state of Virginia; and partly from an appropriation of about the same amount made by the National Government, as its contribution toward the education of the Indians, a considerable body of whom are educated at the institution. But like every other successful educational institution, Hampton finds its yearly income from the above sources insufficient for its increasing needs. It has come to depend in part on the annual gifts of its friends in North and South to help it in its work. It has been found that of the great number of deserving students who seek admission, few can pay tuition; so this is in most cases met by scholarships which have been donated by friends.

There are at present in the institution between 600 and 700 students, including about 150 Indians. It is a picked population of its kind. Many times as many young men and women apply for admission as can be received, and in consequence, only those are received who show most promise of profiting by the work here given. Moreover the student who has been admitted, but who displays lack of ability or of serious intention to take advantage of the unusual opportunities here offered, is at once dismissed in order that his place may be taken by some one who will more fully justify the expenditure of time and money and effort. Much less stress is laid on intellectual knowl-

edge as an entrance requirement than on character and willingness to work earnestly and persistently.

It must be remembered that the primary object of Hampton Institute has always been to train leaders for the colored races It is expected that the men and women who receive their education here will be able to act as teachers and guides of their own people. Hence, as far as possible, the students are educated in such lines as will bring them close to the best domestic, social, and business life of the times. With the passing away of the slavery regime, and the relaxing of the paternal care which the plantations gave, the negroes tended to give up industry and failed to teach the new generation the crafts which the older ones had learned. Furthermore, the conditions of land and crops thruout the South demand that the science of agriculture be taught as never before. The great possibilities of the South lie in more improved farming. Hence a large part of the work of Hampton is to prepare for each community a few men and women who may be able to lead others in the work of improved farming.

With this aim kept constantly in view during the last thirty years, the school has developed a course of work which is unique. More nearly than any other school in the United States, it gives what Dr. Shaw terms an "integral" education. The attempt is made here to wholly equip the student to be of the best service both to himself and to his fellows.

Culture is made one of the ends of education, but efficiency and power are not sacrificed. The man is taught to be a good citizen, but mainly thru being a self-supporting and self-respecting man. The woman is taught to be a good member of society, but mainly by becoming an efficient worker in the domestic duties in her own sphere.

To accomplish all this, Hampton Institute has established almost as many branches of work as can be found in the practical world outside. Into some of these each student must fit himself. One finds here all the trades and arts which go with the tillage of the soil or the elementary processes of manufacture. There are courses in sewing, knitting, lace-making, dyeing, tailoring, shoemaking, cooking, butter and cheese making, and weaving; among the trades are those of the wheelwright, the carpenter, the blacksmith, the fireman, the engineer, the bricklayer, the machinist, the harnessmaker, and many others. All common phases of ordinary farming and horticulture are here taught. Each student is taught the keeping of accounts, the caring for tools and implements, and the making of all ordinary repairs, and all this in the way most approved by the practical wisdom of successful workers. Girls are taught by actual practice the most effective and economical ways of keeping households in order and of meeting the daily needs of the family. To some of the Cherokees is taught the art of making and packing the pottery which was once a source of profit among the Indians, but the art of making which is being lost among them thru neglect. Other Indian girls are being taught the art of making fine lace, for it is found that with their patience and manual skill, if properly guided, a profitable industry may be built up among their tribes. Some of the Navajos are being

taught dyeing, it having been found that in the making of the celebrated Navajo blankets they have taken to the use of cheap dyes, thus threatening with ruin an old, and to them, profitable industry. Some of the Minnesota Indians are being taught iron work, since workers in iron are in demand in the regions from which these come. In the same way are the negroes instructed. Those who wish to be blacksmiths are instructed in that trade, if it appear that they have some talent and are likely to be able to put their skill to service when they return home; and so in all other industries.

As a foundation for the learning of these special industries, each student learns certain general matter. Reading and writing is pre-supposed. Drawing and certain forms of general manual training are taught to all, as is also the keeping of simple accounts and the handling of money. As the student acquires more power he takes up more advanced work in mathematics, literature, history and the sciences. In all this, however, the course followed is quite different from that pursued in the ordinary school. The academic work does not precede the industrial, but runs along parallel with it, and grows out of it as far as possible. The pupil learns most of his arithmetic as he finds necessity for its application to his industrial and manual work. His physics and chemistry grow immediately out of his efforts to find out more about the phenomena of the mechanical and agricultural industries with which he is working. So it is in all lines of work offered by the institution. No student does academic work alone; no student does industrial work alone, but the two go hand in hand thruout the course.

It has been found that not only are the students as a rule unable to pay their own tuition, but that in most cases they are unable at the start to meet the expenses of board and lodging. Hence during the first year in numerous cases the boys are given work in the shops or on the farm where they can be learning to work and at the same time where they can be laying aside enough in "credits" to meet their academic expenses during the second year. But while they are doing this work, they must study in the evening schools. Here they are studying the problems in many cases which arise in connection with their daily work and laying the foundation for the more extended academic work of the second year. But when the student comes to the point where he can afford to give a greater portion of his time to purely academic work, he is by no means released from the obligation to continue his manual and industrial efforts. From one to two days per week is always required, so that there comes no time in his educational career when the two lines are separated.

The industrial work of the school is practical thruout. While processes involving the use of considerable machinery are taught, as for instance in butter making, still the same process is taught on a scale which involves the use of only a saucer and a fork. In order that the graduate may not be discouraged by being unable to farm on a large scale, a model farm of some four acres is constantly kept in condition with its little cottage and barn. The girls are shown how to make dainty and at the same time inexpensive household furniture with ordinary boxes or cheap lumber, combined with

some paint and the use of neatly hemmed covers. Most of the recent buildings have been built mainly by the labor of the students and they are responsible for the repairs which are constantly going on. As far as possible the students make articles which are salable. Some of the trades departments nearly maintain themselves, while the sawmill is run at a considerable net profit. The making of dresses and uniforms, the repairing of shoes, cooking, waiting on table,— all these are performed by the students who are paid in proportion to the service they render while thus obtaining an education.

In connection with the other departments there is a Normal School expressly for the training of teachers. The principles which apply here in the training of the Indian and negro teachers are the same that hold good elsewhere in the Institute. There is a model and practice school of some four hundred pupils representing the grades usually found in the Southern school. Almost from the beginning of their course the prospective teachers spend a very considerable portion of their time in practice work with these children. Their principles of education are put into application almost as soon as learned. The course for the little children is very largely objective at first, passing towards the manual and industrial as the children rise in the grades. The very kindergarten children are given washing of a mild kind to do on Monday and the ironing comes on Tuesday. Each pupil has his little plot of ground which he cultivates and from which he takes many of his lessons in nature study. Necessarily, the prospective teachers, from the very start, are thrown directly into the kind of work which they are expected to do in the schools of the South. In no normal school has the writer found so much of the time given to direct practice teaching; and it seems doubtful if even the average kindergarten training course provides for so much actual practical teaching under expert supervision as is found in the normal department of Hampton Institute.

One is apt to leave this institution with his educational philosophy much shaken. The Negroes and Indians who are educated here are put in the way of opportunities which do not fall to the lot of the child of ordinary station elsewhere. But it must be remembered that the school is dealing with individuals who have not inherited the advantages in instinct and character which belong to the Anglo-Saxon by virtue of his twenty centuries start in civilization. Two qualities in the outward aspect of the school impress the visitor at once. The first is the smoothness of the machinery of the school, the easy way in which each and every individual seems to recognize his rightful place and his relations to others. This is no doubt to be explained by the discipline of the school, which acknowledges no place for the idle, the erratic, or the vicious. The institution does not pretend to reform, hence it at once dismisses all who cannot or will not appreciate their true places in it. The other fact which impresses the visitor is less easily explained. This is the remarkable absence of worry, nervousness, or unbalanced haste on the part of the students, one and all. They work hard from morning to night, constantly producing results, yet never exhibiting the overstrained, half-weary expression so common to students in other schools. It can

hardly be explained on the hypothesis that the members of these races are so much more phlegmatic, for it can easily be shown that the Indians and Negroes in other schools partake of the same objectionable qualities of nervousness and kindred troubles which affect the white children. One is tempted to try to explain this evenness of life as due to the fact that the education given most nearly approaches the *balanced*, *normal*, type. The students are not over-stimulated on the intellectual side, nor do they become blasè with the learning of ideas which find no practical expression in their lives, and which give rise to intellectual dyspepsia

But it is useless to speculate. It may be that Hampton has many lessons to teach those who direct the educational activities of our time. Be that as it may, it is true that Hampton, as the result of thirty years practical experiment has reached two principles which seem to be well fixed in the educating of the colored people for their suitable place in the society and industry in which they are situated. In the first place, whatever the education, it must make appeal to all the present activities of the child. Hand and eye and brain must be trained together, not in succession. Principles learned must be learned mostly thru action and must find present application. All education must as nearly as possible be related to the real life which forms the child's most active environment.

The other principle is that no one child must be expected to cover the whole field of education. Each child exhibits certain natural powers, tendencies and tastes. These form, when they show persistence, the foundation of his education. Certain necessary subjects, the tools of all learning, are taught to each one; but as a rule, the course of study for each individual is to a considerable extent, determined by himself, that is, by the capacities which are prominent in him and which are worthy of development. As far as Hampton Institute is concerned, the application of these two principles seem to have been productive of the best results.

The Hopes of Japan.*

DR. DAVID STARR JORDAN.

Of all the lands in the world none exerts the peculiar fascination of Japan. Others have equal beauty of scenery, greater grandeur, more noble works of art, more interesting problems of society. But none exert an equal fascination. No one who has ever been in the real Japan which lies outside the treaty parts and the foreign hotels and railways ever could or ever would forget his experiences. No one if he could would ever fail to return.

The great secret of this charm lies with the people themselves. They have made a fine art of personal relations. Their acts are those of good taste and good humor. Two cities of about the same size and relative importance are Paris and Tokyo. No two could show a greater contrast in spirit. Both are in a sense cities of pleasure. Tokyo is a city of continuous joyousness, little pleasures drawn from simple things, which leave no sting and draw nothing from future happiness. Paris is feverish and feels "the differ-

*Extract from address before California Teachers' Association, December 29, 1900.

ence in the morning," the "hard fierce lust and cruel deed" which go with the search for pleasure that draws on the future for the joy of the present.

No one who catches the spirit of Paris can fail to miss the underlying sadness, the pity of it all. The spirit of Tokyo — not of all Tokyo, but of its life as a whole — is as fresh as the song of birds, as "sweet as children's prattle is," and it is good to be under its spell.

Part of this spell is the fair scenery of Japan. Great wooded mountains, snowy cones of volcanoes, dashing rivers and resting lakes, each dropped in its place with a wonderful eye to the picturesque. The tall cryptomerias of the central forests rival their sister sequoias and redwoods of the California slopes. The Japanese pine is unique among trees, for wherever it grows it stands as if posing for its portrait, the centre of each scene in which it occurs. If there be an island of white ashes in some purple bay, there will stand seven pines in a row across it, each pointing its long arms in seven different directions. On the old royal highway of the feudal days from end to end of Japan stand long rows of sheltering pines as old as the dynasty, and each one with all the individuality of one in a series of kings. The great pine of Karasaki stretches its long arms farther than those of any other tree whatsoever in any country. With the scenery goes the wealth of flowers, the hum of singing insects, and once the song of birds also, till the soulless Paris milliner and the woman with dead warblers on her hat wrought their practical extermination. The geography and the history of Japan have their charms as well, and these sink deep in the hearts of the Japanese. Evermoor was once the scene of a great battle. On every mountain pass great deeds were wrought. Even though these names and deeds have long since been shrouded in mythology, yet they are none the less potent to touch the heart of the new as of the old Japan. From the great central mountain axis of the main island rocky promotories thrust themselves out across the rice-fields far into the sea The warm Kuro Shiwo, or Black Stream, comes up from the Philippines and Formosa and washes the crags in which these promotories end. In the warm water and the sultry vapor-laden air is developed the richest marine life that dwells on any coast in the whole world. And this abundance of life on land and sea, by day or by night, is one of the joys of Japan.

With the people themselves the virtues of life are all closely joined together. The name of Bushido means the spirit of honor, and this honor covers all the virtues of sobriety, honesty, hopefulness, patriotism and religion.

It is the Japanese character at its best. It makes this character and in turn it is created by it.

The Shinto religion, the primitive religion of Japan, is often defined as "Ancestor Worship." It is more than this, far more, but it is also less than this. It has been called no religion at all, because it has no creed, no ceremonies necessary to its practice, no sacred legends or mysteries, and nothing of the machinery of spiritual power which characterize great religions in

other countries. It makes no proselytes. It opposes no belief and insists on none.

It is the animating spirit that causes a Japanese to love his children, to be kind to his wife, to help the stranger, to be loyal to Japan, to devote his life to her service, and above all, to be worthy of the traditions of his ancestry, to be a man even as his great fathers were, and to do no act which is unworthy of his class, of his education, or of his training.

No other land has better soldiers than the Japanese, not because of their strength or endurance, for they are a small and feeble folk, but because they will obey orders, because they wish to obey, for in so doing they do their part to the glory and the upbuilding of Japan. The Japanese students belong largely to the *Samurai* class, the old feudal retainers, and the feeling of loyalty to Japan is the animating spirit in all their studies and in all their work. It is the spirit of honor, the Bushido, the religion of Japan.

So long as the Japanese keeps this feeling he is worthy of trust. When he loses his religious spirit, whatever his rank or creed, he becomes a degenerate, open to the attacks of all the vices. For this reason a Japanese who has lost his pride, and grown careless or indolent, is one of the least useful of men, and soon sinks to the level of the similarly outcast Anglo-Saxon.

These facts will help us to understand certain criticisms on Japan. The merchant complains that the Japanese have no business head and are careless of their contracts. In this connection we may note the paradox in the relations of the Japanese and Chinese to business methods and public honesty. The Chinese are the business men of the Orient. The Chinaman's word is his bond, and his contracts are carried out to the letter. In Japan, the merchant who has miscalculated asks his creditors to pay his debts. The good nature he shows to others. His sense of good taste is stronger than his sense of equity. Yet while from the lowest to the highest the public life of China is corrupt, there are few countries on earth so honestly governed as Japan. The spirit of honor animates the Japanese official, and a public office is a public trust. The contractor complains that the Japanese laborer is lazy, drunken, overbearing.

The missionary says that Japan is given over to materialism, and that Herbert Spencer holds greater sway over even the converts than the church.

The man of science notes the preference of the Japanese scholar for memorization of words or for half-understood abstrusities of philosophy. There is said to be no philosophy in Japan, and into this vacum comes Herbert Spencer.

The man of the world finds the Japanese immoral, not remembering that vice is everywhere near to him who seeks it.

But all these criticisms are skin deep. Under all is the great loyal, generous nation, the embodiment of good hope, good taste, and good will, people who love their homes, their children, and their country, on whose soil no foreign invader has ever yet set his foot.

Dr. Jordan described his visit to Sendai, and the eagerness of the people for the knowledge of the Occident.

In Tokyo he addressed the teachers of the city on "What Japan has to learn from the Educational Experience of America." She has to learn the value of individual initiative and individual adequacy, that equity is higher than courtesy, that the cure for vice is found not in prohibition but in the strengthening of the moral backbone of the individual man, that women must be trained if homes are to be centers of culture and purity, and that the final end of education is not promotion, nor culture, nor the acquisition of knowledge, but the development of personal effectiveness. The man should know the world and his place in it that he may do his part to the best advantage of himself and others.

Dr. Jordan spoke of the general — almost romantic — feeling of Japan for America. It was America who in 1854 first opened Japan to the activities of the west. It was America who led in the establishment of the Japanese school system and the great Imperial University at Tokyo. To Japan, America is her nearest and best friend among the nations, her guide and leader in the paths which are new and strange.

The lesson of the Shimoneseki Incident in 1863 has never been lost on Japan. Every school knows it and its meaning. Certain ships, Dutch, French, and American, passing through the Inland Sea were fired on at Shimoneseki. Afterwards these, with a British ship, bombarded and destroyed the town, collecting at the same time $3,000,000 as indemnity, which was divided among the powers. Later investigations showed that the blame was not all on one side, and the United States returned the $750,000 to Japan. This chivalrous act of common courtesy, never known before or since among "great powers" at once placed the United States in a class apart in dealing with affairs in the Orient. When the powers ceased nagging Japan, outrages and unfriendly feeling passed away. The lesson of all this is worth heeding in the great tragedy of the vivisection of China.

J. M Greenwood's Witticisms and Stories.

"I once knew an old justice of the peace down in Missouri who was called upon to write a chattel mortgage on a horse. He took a piece of paper, laid it on the hip of the horse and wrote: 'I put a chattel mortgage on this horse for meat.'

"A friend of mine, a great educator, once said to me:

"'Jim, don't turn away from the great books. There are only a few of them — you could pile them on a wheelbarrow. Every now and then you want to take an intellectual bath.' I always have an eye open for good books. In poking around a second-hand book store since in your city, I found a book I had been looking for all my life — price fifty cents.

"I know you have been sizing up the speakers and others who have appeared before you, just as children size you up in the schoolroom. Children and dogs have a wonderful faculty for picking out the good and the bad.

"Easy education is the sap-bucket idea. I leave it there. It means the waddling pupil and the spouting teacher."

Current Educational Thought.

THE PROBLEM OF THE SOUTH.

By Booker T. Washington.

In all discussion and legislation bearing upon the subject we must keep in mind that the Negro has a peculiar claim upon the conscience, the intelligence, and the hearts of the American people. You must remember that you are dealing with a race not only forced to come into this country against its will, but in the face of its most earnest protest. These people have a claim upon your intelligence and your sympathies that perhaps no other people can have. And, now that we are here, the great problem that is confronting us is how to solve this problem in justice to southern white men, among whom the Negro must live, and in justice to the Negro himself.

During the last thirty-five years quite a number of suggestions have been made looking to a solution of this problem. A few years ago some six hundred of our people sailed from Savannah, Ga., bound for Liberia, and people said all at once: "We have found a way to solve this problem; our people have sailed for Africa, and the problem is solved." But those people forgot that on this same morning, here in the black belt of the South, perhaps before breakfast, about six hundred more black children came into the world.

I have a good friend in the state of Georgia who is very earnest in his belief that the way to solve this difficulty is to set aside some territory in the far West and put the Negro in it, and let him grow up there a distinct race. There is difficulty in that way. In the first place, you would have to build a wall about that territory to keep the black man in it, and, in the second place, you would have to build a wall about it — and I suspect a much higher one — to keep the white man out of it.

I was on the train not very long ago with a gentleman who had a third suggestion. He contended that the problem was solving itself, because the Negro was so fast becoming a part of other races that there soon would be no Negro race in this country. There is difficulty about that. If it is proven that a man has even 1 per cent of African blood. he becomes a Negro every time; the 99 per cent of Anglo-Saxon blood counts for nothing — the man always falls to our pile in the count of the races. It takes 100 per cent. to make a white man, and 1 per cent will make a Negro every time. So, you see, we are a stronger race than the white race.

At one time an old colored man in South Carolina sold a hog to a white man for $5. The white man paid his money, took the hog, and went on his way. When he got about half way home the hog got out of the pen and went back home to the old Negro, Uncle Zeke. About noon another white man came along and wanted to buy a hog; and Uncle Zeke sold him the same hog for another $5. The second white man went on his way home, and met the first coming back to Uncle Zeke's house for his hog. He said: "Mister, where did you get that hog? Uncle Zeke sold me that hog this

morning for $5, and he got away from me and went back." "Well," said the other, "he sold him to me this afternoon." "How are we going to settle this thing?" said the first purchaser. "Let's go back and see Uncle Zeke about it," said the other. They went back to Uncle Zeke's, and the first one said: "How about this hog? Didn't you sell him to me this morning for $5?" "I sure did," said Uncle Zeke. "Didn't you sell him to me this afternoon for $5?" said the other man. "I sure did," said Uncle Zeke. "Well, how about this thing?" they said, "we don't understand it." Uncle Zeke said: "Fore Gawd, can't you white people go settle that thing among yourselves?"

Now, for thirty-five years, my friends, you white people of the North and of the South have been contending as to which one of you is responsible for bringing the black man into this country. Now that you are here face to face, I want you to get together and settle this thing among yourselves.

THE EDUCATIONAL PROGRESS OF THE YEAR.*

In the United States the contrast between the beginning and the end of the century, all things considered, is more remarkable than that shown by any other country in the world. So far as quantity is concerned, education has certainly more than kept pace with the growth of the country. In 1801 a number of the states had assigned to schools a status in their constitutions. Connecticut had founded her common-school fund, and other states were preparing to emulate her example. The national government had taken the first steps in that line of policy which has resulted in endowing education with a capital of about $300,000,000. New York had chartered, in 1787, the regents of the state university, and begun to move in the direction of popular education. In 1801 there were twenty-three colleges in the country, all but nine of them founded since 1775, whereas we now have more than four hundred. West and south of the Hudson river not even the rudiments of a state system of public instruction existed, while the boasted New England systems were but imperfectly developed and comparatively inefficient. Save alone the few New England grammar schools, there were no public high schools in the country, where we now have more than five thousand. But few of the state governments were doing anything whatever for elementary teaching. The first state board of education and the first state secretary, as well as the first local superintendent, were thirty-six years distant, and the first state normal schools thirty-eight years distant. Horace Mann, four years of age, was just beginning to braid straw in his native town of Franklin, Mass., while Henry Barnard was not born until 1811. More than twenty years were still to elapse before George Ticknor would urge valuable reforms in Harvard College, or Thomas Jefferson found the University of Virginia; while Francis Wayland would not

*This extract is from the last public address of the late Professor B. A. Hinsdale, of the University of Michigan. Dr. Hinsdale made a number of permanent contributions to educational literature during the last few years of his life. The most notable was "The Teaching of the Language-Arts."

write his book on college education until 1842, or prepare his more famous "Report to the Trustees of Brown University" until 1850. The state universities of the West were potent only in the implied promise of Congress to endow them with two townships of wild land apiece.

Our hurried glance has been limited to education as a whole. If we were to single out the education of women, who are one-half of the human family, the showing would be still more effective. This was shamefully neglected, even in the best educated states and countries. In the United States not only were co-education colleges, "annexes," and women's colleges one and two generations in the future, but even the day of ladies' seminaries had not dawned. Still more, girls were sometimes denied the privileges of the common school. For example, it was not until 1789 that they were admitted to the schools of Boston, and then only when the boys did not need the schoolhouses.

To make this view most effective it would perhaps be desirable to present a similar one of education at the close of the century. But that is manifestly impossible. Probably, also, it is unnecessary. It may well be assumed that the audience is fully able to supply the counterpart of the picture that has been drawn. Three or four general statements, at least, will suffice.

Education has everywhere become a function of the state; that is, it has been placed in the only hands that are competent to furnish it to the people. Statesmen are called upon to reckon with the subject, and monarchs urge it in speeches from the throne. The educational budgets of the great educational countries rank with the budgets of the army and navy, or rather above them. The united expenditures of Germany, France, Great Britain, and the United States for public education this year amount to nearly $500,000,000. The United States will cross the century line with 245,000 public school houses, 418,000 public school teachers, 15,700,000 pupils in public schools, and an expenditure for public education of $203,000,000. The two cross-sections of civilization marked 1800 and 1900 offer to our minds many striking contrasts; but none more striking, more instructive, more inspiring, more conducive to hopeful views of the world and of the race, than those furnished by education. With such a century behind it, what can the twentieth century be but

> ".....another morn
> Risen on mid-noon....."?

THE SCHOOL AND HOME.

Paul Hanus in "The International Monthly."

To sum up: —

1. The school cannot be wholly responsible for the education of our children. The individual home and the community are jointly responsible with the school for the education of every child.

2. Nevertheless, the school must carry the largest share of this responsibility, because it is the institution which society charges with the sole

function of education, while the home and other institutions of society have many other functions. It is, therefore, the business of the school to cast the more or less vague desires of the community respecting education into definite aims, and to find, to organize, and to administer the means through which these aims are to be achieved.

3. But, in order that the school may really fulfill the the function for which it is established, it must have the active coöperation of the individual home and of the community, for; —

a. Unless the work of the school is reënforced by home support, the efforts of the teachers will not meet with an appropriate response from the pupils; — the teacher may work as hard as he please, he cannot rely on corresponding effort on the part of the pupil if the pupil's parents are indifferent or even averse to the aims and work of the school.

b. Unless the school has the adequate financial support of the community, it can do nothing well; it cannot provide suitable buildings and equipment; it cannot secure and retain teachers who possess scholarship, cultivation, and teaching power commensurate with the work they have to do; it cannot provide the skilled supervision needed to maintain the school buildings and their equipment in a satisfactory condition, and the teaching force at a high level of efficiency.

4. Now, the individual home and the community will not give moral or financial support to the school — will not coöperate with the school unless they *believe* in it; unless they believe that the school is doing what they wish it to do, and doing it satisfactorily. Hence the necessity for conferences between the homes and the school, in order that the school may know and clearly understand the desires of the home in other than merely formal ways, and that the home may similarly understand and appreciate the difficulties and the efficacy of the school, as well as its short-comings; and in order that each may recognize its own share of responsibility for the results actually achieved.

Three devices for promoting a good mutual understanding between the home and the school have been referred to, namely: "Pupil Study," Parents' Meetings, and Education Societies. All these devices are as yet more or less imperfect, but they are decidedly promising. Through these or similar devices, the individual home and the community will gradually learn that every educational demand puts corresponding educational problems to the school; that these problems can be solved successfully and wisely only by professional teachers working in the school, and not by laymen; and that, patience and a willingness to experiment intelligently are indispensible in the wise solution of educational problems; and the school will learn that adjustment to the gradually changing and ever expanding educational needs of individuals and of society is the fundamental condition on which the effective coöperation of the community depends.

SCHOOL REMINISCENCES.

By J. M. Greenwood. Extracts from "Educational Review" for December.

At the age of nine my third teacher, Miss Lucy Thompson, told my father that I ought to study geography. I had not yet had an arithmetic, but had picked up a little knowledge of it by watching other boys, somewhat older, do their sums. Father bought me Mitchell's Geography and atlas. The first day I said fourteen lessons in it, and the teacher cut me down to three after that. I must have spent nearly three months in this book, reading it thru and hunting out the map questions. The summer following Mr. Alfred Lewis came around teaching geography classes. The term was ten days. Father sent me to this singing geography school and I learned from memory — a plan of repetition the gentleman followed — everything on Mitchell's atlas. This man sang the mountains of the world to the inspiring air of "Old Dan Tucker." That geography sticks to me to this day, and Mr. Lewis, whom I learned to know in after years, said I learned better than anyone he had ever taught. I learned all the facts about each object mentioned so far as they appeared in the atlas or in the text-book, or as Mr. Lewis mentioned them incidentally. I learned more local geography in ten days, as I found it on the atlas, than it is possible to have learned in any other way. There is nothing like it in modern methods, neither is there much in the new methods of teaching spelling, but the fact is, method has little in it when compared to the work of an enthusiastic learner. As I look at it now, I think the reason I made such wonderful progress in local geography was that I centered all my faculties on it, and my mind was not diverted by other matters. There is a deep educational question underlying it after all, and that is, how do we know that the best way to study any subject is not to take one thing at a time and stick to it? The best student I ever knew would not take during his entire course more than three studies, and he was master in these, no difference what they were.

Late in the fall after I had learned geography, my father bought me a slate and Smith's Arithmetic, and the teacher said I could cipher. I turned my attention to ciphering, and I went at it in a hurry, so that in three months I had worked the last problem in the book, "the man shooting the squirrel." I went over it so rapidly that it was the second time in going thru before I had all the knowledge well pigeon-holed. After this I traded some marbles for Adams's Arithmetic and I worked thru it, tho a boy one day accidentally dropped my book into a bucket of water, and the backs came off; yet I managed to keep the pieces till I "ciphered thru it." Some boys had Smiley's Arithmetic and one had Ray's, and father bought a copy of Ray's for me. It was harder and much better than any other I had used. I was now able to help all the boys in school in their arithmetic, altho I never recited a lesson in it to a teacher in my life, I now read in McGuffey's old Fourth Reader, and the lessons in McGuffey's old readers were on a much higher literary plane than any other series of Readers since issued in this country, and it is a great pity that the high moral and literary

standard set by Dr. McGuffey has not been followed by others instead of the great letting down in Readers — now not much above senseless twaddle. As character-builders McGuffey's Readers exerted tremendous influence on two or three generations of men and women. Unfortunately that high standard cannot now be reached by the silly Readers used in the schools. I hope the period of dilution has expended itself.

A GAP IN EDUCATION.

Extract from article by H. D. Sedgwick Jr. in "Atlantic Monthly" for January.

What is it that shuts our mouths upon this great problem of education?

When the first curious questioning concerning sex comes into a boy's mind, who is to answer it but the father? That questioning will come. We cannot, if we would, hide our animal nature; we cannot convert a boy into a disembodied spirit. On every other matter the father tells his son what he can; here he fobs him off; and the son goes to books or to companions who care not for him; and then the sense of nakedness comes upon him,—sin has entered into his world. What right has a father, by disingeniousness, by false shame, to teach his boy, by concealment, that sex is a shameful thing? Thence springs a desire for forbidden fruit, an eagerness of prurient curiosity, a recognition that there is a barrier betwixt his father and himself. How dare a father violate his first great duty to his son? Here is the mighty force of sexual attraction, awakening in the boy, ready to work for good, ready to work for evil, and the great task of education is to put that power to use for good; but the father stealthily slinks away, and leaves the son to associate that force in his mind with vice and sin, welding this false combination together with all the strength of early thought. Sexual passion is at the base of life; it serves the noblest ends; it manifests itself in poetry and religion; it has made our homes; it has given us our children. Every day we see that passion put to use in labor, patience, self-denial, and noble discontent. Must we not teach our boys always to link it in their minds with the highest conceptions of nobility, aspiration and divinity? Is it not blasphemy and idolatry to confound it with grossness and bestiality? Fathers look on the sexual passion with fear instead of reverence. We act as if it came from the devil instead of from God; we shun it as a tempter when we should welcome it as an angel. How do we make use of all those aspirations which break, like April blossoms, into flower at the first awakening of passion? How do we encourage all the youthful readiness for chivalry? What do we do with that longing for a noble quest? The service for fourteen years of Jocob for Rachel is but the type of the service that we should demand from every youth in the first flood of passion. Expectation should exact from him some noble proof that he understands the sacrament of union. Nor should it be necessary to wait until his love had singled out a maiden; all the knightliness of boyish manhood should be called to arms at the first trumpet of passion. We let this great seedtime run to waste in mere enjoyment unhusbanded. What right has a youth to the great joy of love, unless, like Jacob with the angel, he wrestle, and will

not suffer it to go until it bless him? We are wont to deem this period a mere animal mating time; we talk lightly of happy youth; whereas it is the great solemn opportunity of life, and the best proof of man's communion with some Being high and holy.

1800. A Glimpse of a Century's Progress. 1900.

CHARLES H. ALLEN.

It is well nigh impossible for one living in the full glare of the knowledge that is common property to-day, and of the enjoyment of the comforts and conveniences that everywhere abound, to realize, even by the aid of an active imagination, the condition of the world a century ago. When he eliminates from the store of our present knowledge the things of which those living at that time were entirely ignorant, and from our conveniences (conveniences that from use have come to be regarded as necessities), those things of which they never even dreamed, he is prone to ask, with much emphasis, the question: "How did these poor ignorant people live a hundred years ago?"

Before attempting to present a brief view of the progress that has been made along the several lines, one thought should be suggested. A favorite figure, when speaking of the results of human investigation, has been, that as we increase the area of the known we but enlarge its outward boundary, the unknown. Like an advancing army, however, that as it captures fortifications and field pieces, at once turns them upon the retreating enemy, so the knowledge acquired and the appliances mastered in one period, become the enginery by and through which further, and many times, more rapid advancement is made.

In the material world the two agencies that have contributed, perhaps, most to human advancement are steam and electricity. The knowledge of both these had its final dawning in the last century. The one as a cumbersome and expensive way of generating stationary power, and the other as a somewhat dangerous and costly plaything. The one has given us the ocean greyhound, that crosses the Atlantic in less than six days, the locomotive with its nearly, or quite, one hundred miles an hour, and the automobile, which, even in its infancy, gives splendid promise of utility: and the other has joined city to city by giving a means of instantaneous communication through the telegraph and telephone, continent to continent by oceanic cable, a means of repeating and perpetuating speech and tone in the phonograph.

As a motive power electricity is rapidly superseding steam. It furnishes power not only for our street cars and for numberless minor industries, but bids fair in the near future to drive rail cars and ocean vessels. It lights our streets and our houses, as they never before were lighted, and not only this, it has enabled us, by its small illuminated globes, to examine by sight almost every part of the human body, and by the mysterious Roentgen ray to bring hidden things into full and clear view.

The steps by which these two beneficent agencies have come to their wonderful prominence cannot be traced in an article like this. We must

accept the facts as some of the stupendous achievements of the century. To understand and appreciate more fully what this means it is necessary to make only one contrast. Take the means of communication and transportation. At the beginning of the century both these had been, so far as any improvement is concerned, almost at a standstill for thousands of years. They were very little better then than they were when Joseph's brethren went down into Egypt to buy corn. Think of what they are to-day, and make the contrast. Moreover it is true that during any one year there is now more advancement made than was made in any century during the intervening period. Steam and electricity have revolutionized both means of communication and transportation until there is little more to wish or to hope for. A knowledge of the ease with which power, or energy, is generated through the expansive force of steam has led to hot air and gas engines in great numbers. Most of them will, however, finally be displaced by electricity. For the generation of electricity we are yet largely dependent upon the steam engine, but the ease with which the power of gravity is used, say at Niagara, to generate a current that, strung on a slender copper wire, can be sent in all directions to aid in doing the world's work, is a revelation well nigh eclipsing all the claims of magic or the vagaries of the imagination.

Reference has been made to systems of lighting. At the beginning of the century lighting was accomplished, in the main, as in the old Roman times. Torches and earthen lamps, filled with some animal oil, with a wick held in place by some metallic substance, were the common means of lighting. During the century we have run the gamut of the "tallow dip," burning fluid and kerosene, up to the arc and incandescent lighting of the present.

The candle is, of course, of more ancient origin; but candles of wax were too expensive for common use, and the use of the tallow candle is comparatively a recent introduction.

Leaving for the present the further discussion of these twin giants that have so wonderfully aided industrial advancement, let us turn to other subjects. In astronomy, one of the oldest of the sciences, little advancement had been made from the old Chaldean times to the beginning of this century. Uranus, the moons of Jupiter and of Saturn were discovered during the latter part of the preceding century, but of the outside planetary world, and of the fixed stars, nothing was known. The Newtonian theory, confirmed by the discovery of Neptune, led to the discovery of the asteroids, and now by the aid of spectrum analysis the chemistry of the heavenly bodies is being studied.

The great facts, now generally accepted, of the evolution of worlds, their birth, duration of life, and death, is the greatest triumph of astronomy. In this, however, it has been, in part, dependent upon some of the other sciences.

In chemistry little was known. The word gas carried with it its old meaning, ghost or spirit. Oxygen had been disengaged, and that was about all. What a field of knowledge, both speculative and useful, has been tra-

versed in the last hundred years. The science, grand as it is, may be said to have been created during that period.

And this science is most intimately connected with human health and life. The revelations of the microscope and the deductions of chemistry have readjusted nearly all our ideas of disease and its treatment, of sanitation, of the relative value of food products and of numberless other things influencing closely our daily lives. True, the fountain of Eternal Youth has not yet been discovered, but much has been done not only to prolong life but to increase its joys and diminish its miseries. The discovery of anæsthetics relieving us not only from the dread but the exhaustion of pain, and of antiseptics in their various uses, are perhaps the most highly prized of all the results of chemical investigation.

The three things most valuable and far reaching that have been established during the century are: The doctrine of the molecular constitution of matter, the determination of the mechanical equivalent of heat, which led to the theory of the conservation of energy, and the now well-rounded and universally accepted doctrine of evolution. These are of such world wide significance that their true value can hardly be overestimated. And these are all the product of the century.

Geology, as a science, is also the product of the century. The different layers of the earth's crust have been studied until they are read like the pages of an open book. The clear demonstration of the fact that endless eons were necessary for the formation of the earth as it now is may have disturbed, for a time, men's acceptance of the revelations of the bible, but further study has shown that it is not the bible but its interpretation that was in fault. The final fact is that the very things at first appearing to be stumbling blocks, disproving the scriptural record, have become guiding lamp posts showing us that there is, and can be, no conflict between the understood revelations of the bible and the equally well understood revelations of science.

In this glimpse, the outcome from the researches in anthropology, philology and sociology can but be mentioned. Each one would require an entire article. These are almost entirely the products of the century.

The achievements in mechanics are, possibly, most apparent to the world at large. All can appreciate the grand works of engineering, as shown in tunneling the earth, bridging the great chasms, and threading its surface with iron rails, but only by careful study can the ways and means become familiar through which these stupendous things became possible.

Improvements in machinery also appeal to the ordinary mind. We can but see that, at the present day, the world's work can be done with but a modicum of the amount of human labor once required.

Another line of contrasts, showing results, will best emphasize the broad scope of the world's advancement. As showing another significant fact — that these achievements have largely been made during the last half of the century, the writer can state that in his boyhood and early manhood he was entirely familiar with all the surroundings shown in the first term in each contrast.

In an ordinary home, the home of a thrifty family, the old cavernous

fireplace, with its crane, pot-hooks and trammel, with its peg or hook in the middle of the mantel, from which to suspend the spare-rib or Christmas turkey for roasting; with its large brick oven beside it, either inside or outside of the house, for the general baking, and its bake-kettle or tin oven for smaller matters, has now been supplanted by the steel wood or coal range, with its water jacket and its Aladin oven. In place of the steel, flint and tinder box there stands upon the mantel a box of parlor matches.

The petticoated whale-oil lamp and the dim tallow candle, with the brass snuffers on a tray beside it have passed away, and the argand oil burner, using odorless and non-explosive coal oil—or, mayhap, a gas or an arc light has taken its place, greatly to the comfort of the entire household.

The cards, for carding tow or wool, the dye-tub, the flax wheel and the old spinning wheel, upon which our mothers made such sweet music, together with the hand loom are now to be found only in collections of antiquarians. "The Song of the Shirt" is now sung by a New Howe, and the click of the knitting needles has ceased throughout the land.

Passing out of doors, the stub-plow, laboriously drawn through the stubborn soil by the patient ox, has given place to the gang plow or the steam plow, doing the work both better and easier. The sickle, with which men, and sometimes women, laboriously cut down the crop of grain, as well as the grain cradle which finally displaced it, have both now given way to the combined harvester and reaper, with which one man now does the work that twenty could not have done with the old implements.

The saddle and the pillion, together with the ox cart, have given place to the buggy or the carriage, with its elliptic springs, and more recently rubber tires. There were a few cumbrous carriages at the beginning of the century, but they were hung on thoroughbraces, the spring being of a later period. Wherever we turn similar changes have taken place. In nothing is this more clearly shown than in newspapers and other publications. The old Washington lever and toggle-joint press, from which a good workman could turn off two to three hundred impressions an hour is no more. It is indeed a "far cry" from this to the Hoe octuple which can print, fold and cut 96,000 eight page papers in an hour.

The results of all these improvements are first, that the product is greatly cheapened. If the present mothers knew how, it would be a great piece of extravagance for them to attempt to make cloth or knit stockings. They would cost too much. This cheapening of the product has made it possible for those even with limited means to enjoy more luxuries than even the wealthy could have enjoyed in the olden time.

Second, the world's work being more easily done, and with a far less expenditure of time, we can have more leisure, leisure for social duties, for mental and moral improvement. Good newspapers, magazines and books are easily within the reach of all, and the only cause for ignorance must be wilful neglect. In passing, a note should be made of the fact that improvements in mail distribution have been brought to such a state of perfection that letters are carried through the whole extent of our country at a cost of

two cents — formerly twenty five — and papers and magazines from publishers or regular dealers for two cents a pound.

Space warns that this glimpse, imperfect as it is, must close, close without touching numerous great achievements worthy of notice, because of great benefit to humanity.

What may we expect — not from the next century, for it would be a brave man who would dare to prophesy for so long a time — but from the next twenty-five years? The wonderful intellectual activity of the past twenty-five years is in no ways abating. That there are "other worlds to conquer" no one can doubt. General improvements will, as a matter of course, be made all along the line, but what great things can reasonably be expected?

Of the things that have already attracted general attention there may be mentioned: The perfection of the storage battery, wireless telegraphy, ærial navigation, and unknown results from liquified air. Great as has been the advance in medicine and surgery we may safely expect much greater, especially in the prevention and treatment of infectious and contagious diseases. The first steps have already been taken. What shall be the end?

Three Great Educational Associations.

The California Teachers' Association, the Southern California Teachers' Association, the San Joaquin Valley Teachers' Association.

[EDITORIAL REVIEW.]

Piled up before me is a mass of educational literature — reports, papers, and clippings of the three great meetings in December. What shall be done with them? Read them! Yes. Print them? No. The papers of the three meetings would fill a book of two thousand pages. Of course, the star attractions usually deliver the same speech at the three different places, including same gestures, same enunciation, and same seriousness. This would lessen the number of pages somewhat; still, there is too much even to attempt publication. Therefore, a brief editorial review:

First, I was impressed with the absolute seriousness of all the meetings. The audiences were serious; the speeches were serious; the janitors about the building were somnambulisticly serious; the ladies kept their hats on thru a three hours' session, as tho they were at church.

President Ennis of Los Angeles started in with some genuinely humorous remarks, but soon changed to a serious attack on the state text-books.

Frederic Burk raised a smile, a giggle, and a laugh when he referred to himself as a living example of a music-taught pupil in the public schools. The laughter and applause seemed to pain him, however, and he did not try again.

C. J. Walker presided with dignity and seriousness.

President McClymonds also took himself very seriously. There was no lightness, sparkle nor wit anywhere, except when Dr. Jordan referred to McClymond's shapely head.

President Thwing was fervid, intense, emotional, but his educational blows were those of the sledge hammer, not of the sculptor's chisel.

The distinct characteristic of the meetings was seriousness—well, education is a serious business. It is an art, also. And art is full of lightness, grace, sparkle, and color.

The meetings were in many respects colorless. A year ago at Sacramento the executive committee, with Frederic Burk as president, gave a program that stood for one issue: The entire state was influenced by the discussion of "Political Influences in the Public Schools."

In the excellent papers and addresses this year it is difficult for one who has attended associations for the past twenty years, to discover new values. Swinburne says: "Change never lays its hand on truth." It does seem, however, that the forces of truth should be mobilized each year. The scattering of the mental forces gives one the same aftermath as the reading of several modern Sunday newspapers.

A program should have a definite aim. A comparison of the three programs shows plainly a hit-or-miss affair. The men who arranged the programs did the best they could under the circumstances, but the circumstances should be alterted. Our associations must bring educational values to the teachers. The threshing of old straw must be left to the nineteenth century machines.

There will never come a time that a majority of teachers will attend an association for the laudable desire of learning. Next year President Faulkner will not have Oakland, Alameda, and San Francisco to swell his membership. Mrs. Chope will enroll her teachers on account of local pride; but it will require a great program to attract one thousand teachers to Pacific Grove. Los Angeles is always sure of a great meeting, even if the fact that one thousand teachers can reach the Auditorium by a street-car fare, and yet there is no attraction strong enough to get them out on Saturday morning. All the weak points should be taken into consideration. It is easy to secure an audience for a speaker at 2 o'clock Thursday afternoon when the superintendent announces that teachers who are not present will be fined. It is not so easy to get an audience when the presiding officer announces that on Saturday, at 10 A. M., one of the ablest philosophers and speakers in the country will address the teachers. In the first instance, fifteen hundred responded; in the second, less than one hundred.

THE CALIFORNIA TEACHERS' ASSOCIATION.

There was an audience of fifteed hundred present; J. W. McClymonds of Oakland presided. Mayor Phelan delivered an address of welcome; Cecil W. Mark, president of the Board of Education, gave a careful review of the work of the board during the past year.

Superintendent R. H. Webster delivered the following well-worded and carefully-phrased address:

On behalf of the teachers of the San Francisco School Department, it is my distinguished privilege and pleasure to add sentiments of greeting and professional fellowship to the generous words of welcome already uttered.

Nothing is more appropriate than the assembling of educated men and women for professional improvement as well as the purpose of devising ways and means for the advancement of learning and the education of after-coming generations.

Nature has made our State a classic land, destined to nourish the best thought and to bring forth the best products of human genius. Our valleys rival the vales of Arcadia. The dome of Shasta is statelier than Parnassus, and our mammoth trees grander than the sacred groves of the Academus; while our lofty Sierras tower heavenward more majestically than did Olympus.

To the regnant Queen City of the Pacific, this Metropolis of the State, upon whose bay the bannered ships of the nations ride in their pride today, we bid you welcome.

The presence of this large association, the interest in its welfare, its very existence, with others like it, in the purpose to aid in giving liberal culture to the youth of our State, all furnish proof that California is maintaining a high place in the great Republic of Letters.

We have reason to rejoice in a constantly augmenting interest in our public schools on the part of the people. We observe with pleasure improved schoolhouses, the tendency to insist on a higher standard of qualification required of teachers, and a more earnest and practical attention to their duties on the part of school officers.

The common school is the highest hope of the nation. It rests on the convictions and affections of the American people. Within its walls the children of the rich and of the poor receive their first lessons in American citizenship. You are here both to foster and improve the public schools and to promote the interests of intellectual and professional expansion.

This is an age of sharp conflict of opinion in all departments of thought and endeavor. Political, social and ethical theories, at strange and even startling variance with the results of experience, are being advanced. The public schools are not escaping these influences. Novel theories of education are seeking recognition, often making experimental stations of schoolrooms. The feasibility of the simple course of study exempt from the fads of the day, is not only denied by some but the value of the most fundamental studies is questioned. Non-essentials are "enriching" courses of study. Simplicity and thoroughness, that should characterize school work are slighted or ignored. Amid the clash of opinion and practice there is need for sound judgment and wise counsel. Teachers, upon you rests in a great degree the grave responsibility of maintaining the potency and efficiency of the public schools, so that from them shall go youth, not with superficial and unassimilated information about many things, incapable of strong thought, but youth thoroughly schooled in a few essentials, strong in body, wholesome in mind, ethics and morals.

Again, in behalf of the local teachers, I extend the hand of greeting — the salutation of this scene and this fellowship. Accept our earnest, cordial welcome.

President McClymonds responded in a few appropriate words, then delivered a very short address on the work of the Educational Commission. President Thwing was then introduced and spoke for an hour on "The Teacher as a Force in Civilization."

Thursday afternoon, the election of officers was held and the place of meeting selected. Mrs. J. E. Chope made an effective speech for Pacific Grove, and promised 1001 membership for 1901. R. L. Sanwick also spoke for Pacific Grove. An invitation was received from Los Angeles. The Association selected Pacific Grove. John Swett nominated Richard D.

Faulkner, principal of the Franklin Grammar School, for president; Frank Morton nominated Benjamin Ide Wheeler. Elisha Brooks seconded the nomination. Mr. Faulkner then withdrew his name in a graceful speech, declining to run against President Wheeler. Superintendent Webster, James A. Barr, and President Jordan's names were presented. All names were withdrawn but Wheeler's; Superintendent Kirk then withdrew the name of President Wheeler, and the Secretary was instructed to cast the ballot for Richard D. Faulkner. It is due to President Wheeler, President Jordan, Webster and Barr to say that their names were used without their consent or authority.

The other officers were elected unanimously. O. W. Erlewine was re-elected first vice-president and Edward Hyatt of Riverside was chosen as Mr. Faulkner's successor as second vice-president. The other officers were re-elected as follows: Mrs. M. M. FitzGerald, San Francisco, secretary; Charles C. Hughes, Alameda, assistant secretary; Frank F. Bunker, Berkeley, railroad secretary; Philip Prior, San Francisco, treasurer.

Lillie J. Martin then spoke on "Schoolroom Decoration," from the standpoint of psychology. Here is a brief extract:

* * * Again, I am inclined to protest against the over-crowding of schoolroom walls, on the ground that it will have a tendency to lessen the pupil's effectiveness as a doer in the world. The effective person must have formed the habit of living in one world of ideas at a time. Each picture put up in a schoolroom tends to the formation of a distinct center of association. In living constantly with many pictures, the pupil acquires the habit of living in a dozen worlds, as it were, at once. He loses singularity or unity of thought, an essential of a strong character. While one would not wish to speak so exaggeratedly as to say we are actually training pupils in multiple personality by exhibiting many pictures in a schoolroom, we are nevertheless training them in a direction which does not tend to the establishing of unity of associations, and hence of character.

If a scheme proposed for the schools of Salem, Mass., has ever been carried out, we can easily see that discomfort and annoyance in moving about the schoolroom must result. I quote from the report of 1892: "Above the blackboards are bracket shelves, upon which and upon pedestals by the side of the teachers desk are casts and busts of famous men. * * * The plan contemplates the ornamentation in this way of the schoolrooms in all grades in the city." I really think that the teacher is to be pitied who has to work in a room encumbered in the manner proposed.

Dr. Charles R. Brown delivered an address on "Moral Influence of the Teacher," which was clear, keen, effective. "Every sentence burned with an idea," said a listener. Thursday evening, President Thwing delivered a fervid oration on "The Prospect and Retrospect of Education." It was listened to attentively by an audience of two thousand people.

The feature of the evening was an orchestra of thirty persons under the skillful leadership of Charles M. Wiggin. The production of the "Blue and the Grey" aroused the audience to generous enthusiasm.

Friday afternoon, President Jordan and President Thwing were the speakers, and the Hawaiian Quintette furnished the music.

Mrs. Susie Mark delighted the audience with a number of finely-rendered solos.

Saturday morning, Supt. Thos. J. Kirk gave a carefully prepared ad-

dress, which provided considerable discussion. P. M. Fisher spoke with considerable strenuousness on the relation of the University to the secondary schools, and then came several hours of discussion on the adoption of reports.

The departments were held in the Mission High School. There is submitted the report of Edward Hyatt, chairman of the Department of Nature Study. The History Department, the Music Department, Manual Training and Nature Study were the best attended.

A Model Report of the Department on Nature Study.

EDWARD HYATT.

Ladies and Gentlemen: I shall not try to disguise from you the fact that in the Department of Nature Study we had an uncommonly fine time this year. Since I was not one of them, I may tell you frankly that we had as instructors the cream of the teaching force of this state and that each *one* did himself proud. We are sincerely sorry for all the members of this association who were unable to be with us by reason of duties elsewhere, or by reason of our rooms being crowded before you got there, in common with the other departments. Another year you must get in earlier and secure a seat; and to partially atone for your present disappointment, I shall try to tell briefly what was done.

We tried to do three things:

1. To illustrate in detail some of the working plans of our practical nature teachers, on Thursday.
2. To widen our souls by an outlook upon some of the larger possibilities of nature study, on Friday.
3. To show by an exhibit the devices and materials actually used in the teaching of nature thruout the state, on Thursday, Friday and Saturday.

And all this worked out beautifully. On Thursday Miss McFadden, of the San Francisco Normal School, showed us just how to make and to manage an *aquarium* in the schoolroom. She brought boards and glass and cement and showed the details of making, and explained clearly how to stock it, how to maintain the balance of animal and vegetable life, how to clean and care for it, and how to use it to the highest benefit of the children.

Then Miss Ora Boring, of the Palo Alto High School, gave a most delightful account of an educational experience with a class of 12-year-olds in the keeping of a *weather record.* This was illustrated by a large chart, showing some of the work actually done by the children, and showing how simply and naturally a skillful teacher can lay the foundations for an interest and a wider future work in the realms of Nature.

Mrs. Ellen Gibbs, a teacher in the Garfield School at Oakland, then presented a unique device that stirred up the liveliest interest in the audience. She brought before us an actual *hive of honey bees*, which for a year or more she had kept in her schoolroom. Taking off the outside cover, she showed us the crawling, buzzing thousands amid their honey comb—every movement plainly visible In the schoolroom it was so arranged that the bees got in and out by a passage through a window, and they brought in pollen and wax and honey day by day, making it and storing it before the delighted eyes of the children. "There was no trouble about concentration of mind when the bees were under consideration," said Mrs. Gibbs. This was certainly a genuine and practical nature lesson.

Miss Bertha Chapman, the supervisor of nature work in the Oakland schools, then described the habits and peculiarities of the common spiders of California, This again gave us a rare opportunity to carry away something *practical*—a work-

ing knowledge of a group of animals found universally, but about which we are universally ignorant and superstitious. This talk was illustrated by numerous drawings and actual specimens of the nests and burrows and trap doors of the different groups of spiders.

Miss Helen Swett, of the Alameda schools, then gave a most helpful, direct and forcible account of her ways in using *trees* in nature work. The practical benefit to the children of a familiarity with the woods and trees and forests of our state was clearly brought out.

Dr. Osterhout, of the University of California, then delighted us by an account of his plans and methods in the study of germinating seeds. He had a long table covered by the most ingenious and wonderful contrivances—adapted from common household utensils for the most part—glasses and pans and clothes pins—showing the facts of soil and heat and force and moisture, connected with the planting and sprouting of seeds in the earth. All this he demonstrated in most graceful and humorous fashion, to the intense interest of every one in the room. He *weighed* the force exerted by the rising stem and the descending root; he *measured* the time for moisture to penetrate the seed, and showed the effect on seedlings of substituting centrifugal force for gravity; and put the power of the swelling seeds into pounds; and did a dozen other curious and interesting things in these lines. The teachers were so interested that Dr. Osterhout was requested to continue his work next day, which request he kindly granted.

On Friday we had two lectures which were of keenest interest and value to every one interested in the teaching of nature. Dr. Fairbanks, of Berkeley, a geologist and an author of our own state, spoke on "Home Geography," and showed a splendid series of lantern slides illustrating the successive points that he made. These views were from photographs taken by his own hands as he rode and walked and climbed over every part of our Golden State—they showed, as nothing else could, the striking facts of erosion, drainage, sea-beaches, glacial and volcanic action, earthquakes, mountains, plains, and a hundred other things to give us a clear knowledge of the *reasons* underlying the geography of our California homes.

Mr. B. W Griffith is a teacher in the schools of Los Angeles; he is also an expert with the microscope and the camera. Besides doing original work with both of these, he has hitched them together, so as to make magnificent photographs of whatever wonders the microscope can reveal. These photographs in turn he has made over into lantern slides, doing a vast deal of labor purposely for this meeting, in the intervals of his work, and at night. One series of these photo-micrographs showed some of Mr. Griffith's discoveries among the scale bugs of Southern California. He was the original discoverer of the male of the black scale—this was shown in all its various stages of growth, as well as the cottony cushion, the walnut scale, willow scale, and others of economic importance. Then some wonderful slides were thrown on the screen showing the way a beneficial insect works on the pests—actually showing the details of the growth of the parasite inside the body of its host, after the manner of an X ray photograph. Then an exquisite series of views was given, showing an investigation of the diatomaceous earths of Los Angeles and Santa Monica. A pinch of fine, whitish clay, no different from other earth to the naked eye, came out on the screen in forms of wonderful delicacy and beauty, the fossil remains of ancient life—the complexity and beauty of these forms is *indescribable*, and must be seen to be appreciated.

The Exhibit Rooms during Thursday, Friday and Saturday were a continual Mecca for those interested in the teaching of Nature. The success of this feature was largely due to the energy and enterprise and labor of our secretary, Mr. Harvey Hall. He deserves warm appreciation. Time prevents any detailed statement of the exhibits. One from the San Francisco State Normal attracted much attention, showing acquaria, breeding cages, and other apparatus constructed by the pupils. The Oakland and the Alameda schools made notable

exhibits. The University of California sent a large amount of interesting apparatus and a series of seeds and typical plants from the botanical department; and many other useful things were displayed, to the improvement of the spirit of Nature teaching in this state. We believe that this department has done an honest and enthusiastic piece of work to deserve its existence in the association.

The exhibits of drawings of grammar grade pupils under the supervision of Miss Katherine Ball attracted much attention. It equals, if not surpasses, the exhibit of Miss Gould from the Indianapolis school. The San Francisco department is fortunate in having so excellent a supervisor of drawing. The exhibit from the primary grades, under the supervision of Miss Dee Bebee, contained much excellent work. The work of the first and second grades was especially commendable.

The exhibits of manual training were the most complete ever shown on this coast. The exhibit from San Francisco, San Jose Normal, California School of Mechanical Arts, the Central School, Oakland, Polytechnic High School, in fact, each exhibit had special features to commend. The kindergarten teachers furnished a lunch to their friends in the basement of the Mission High School. It was very enjoyable. With the exception of light attendance in several departments the Round Table work was well conducted.

The Southern California Teachers' Association.

President Ennis arranged a most excellent program. J. M. Greenwood, Chas. F. Thwing, President David Starr Jordan, Dr. Elmer E. Brown, Dr. Frederic Burk, were among the speakers.

Superintendent Greenwood was new to California teachers. He is an ideal institute man. In his talk on "The Recitation" he touched upon almost every fundamental principle in education from reminiscences of his school days, Abraham Lincoln, the Flag, to nominating Jas. A. Foshay for the presidency of the N. E. A. Scattered thru his speeches were gems so brilliant, so effective, so near the vital work of the teachers, that all came under the spell of his great personality.

Dr. Elmer E. Brown and Dr. Burk are both strong favorites of the Southland, and year after year the teachers are on the alert to hear them.

The music was excellent. The attendance was over 1200, and the spirit of the meeting delightful thruout. Lewis B. Avery, of Redland, was elected president of the association for the ensuing year.

The San Joaquin Valley Teachers' Association.

The meeting was held at Fresno this year. It was under the direction of C. J. Walker of Tulare. The program was well arranged. Among the speakers were President C. F. Thwing, Thos. J. Kirk, A. J. Waterhouse, Dr. Stubbs, of Nevada, and Harr Wagner. Madera County, under the leadership of Miss Bagnelle, sent almost a hundred per cent of the teachers of the county.

Superintendent J. A. Crookshank was elected president for the ensuing year, and Mrs. de la Rosa was re-elected secretary.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

JENNESS MILLER ON THE ART OF LIVING.

"In so far as I am able to induce mothers to study the question of physical improvement in the home my work has significance and value in helping to lay the foundation, the ground work of an educational system which, thru all the stages of childhood to age shall look to the prevention of disease and crime and the highest culture of body and brain."

Mrs. Jenness Miller lectured in this city, December 15th, to a large and appreciative audience. It is part of her work to find out and tell whmen what foods are best to eat, what clothes to wear, what conveniences are best to supplement personal effort in achieving the highest health and development. "To chisel out a figure is a fine art; is it not infinitely higher to perfect the human body? This will put one in touch with the infinite more certainly than inanimate marble can do. Very few activities call out physical development. Therefore a proper system of exercises for symmetrical development is most important. Physical education should be the basis of all training. The world has gone rampant on what physical education consists. Physical training is too often physical straining. More crimes have been committed in the name of Delsarte than any name given under the sun.

In the schools the children are being taught to throw the arms out, up, down, and strike the chest, and the tax-payers are paying for those. They object, and no wonder.

Do you know people die for want of breath; they do not breathe deeply enough to vitalize the air cells. In walking, standing, or sitting, keep the chest well raised. With the chest down you are cramping the vital nerve centers, making it impossible to conserve nervous energy by repose or relaxation; hence our American nervousness.

Scientific cookery has absolute knowledge as the basis. If we pay no attention to our food we shall only half live. There would be no broken down constitutions if we lived in harmony with nature's laws, and learned to combine different ingredients. A group of people anywhere will invariably parade the family diseases. They will, perhaps, talk poetry and art, but they will get around to somebody's liver before they are thru.

Food lies at the basis of all other questions. When to eat and how to eat are the first questions of the human race.

Mother has it in her power to influence the world outside; given a sound stomach and brain and you influence character — you learn how to live as all people do who come in touch with life.

Sad to relate, our kitchens are dens of ignorance and extravagance. A woman of my acquaintance had as an *entree* a gravy that, by chemical analysis, was soft soap! It is thus that ignorance is poured into the stomach. There is a big opening for the scientific chef and a crying need for a big coöperative kitchen. The average mother has not time for scientific cook-

ery. The child is given oat meal and a biscuit or two and sent off to school, and you expect her to do something with her brain — why it will be all she can do to get rid of the oat meal. Later, when asked what she considered a good breakfast for a child, she replied, "milk to eat, and perhaps an egg, but no meat; oat meal may be given two or three times a week if it has been cooked several hours." Mrs. Miller has no quarrel with the doctors *per se.*, but advocates sending a child when ailing to the scientific chef to be built up by proper foods from the higher standpoint of thought.

Vital Needs of State University.

Library funds to the amount of $500,000.

A library building suited to modern demands and capable of extension so as to accommodate the library that is certain to be entrusted to the keeping and use of this University.

An alumni hall which shall form the center of the daily social life of the students, alumni and teachers ; the Houston Hall at the University of Pennsylvania furnishes a good model ; it is a fortunate thought of our alumni that they have undertaken to provide this building.

An Art Building, which shall furnish shelter for the objects illustrative of art, archæology, anthropology, etc.

A School of Forestry.

A Department of Irrigation.

A School of Naval Architecture and Engineering.

The eminent position which shipbuilding has taken here by San Fran-Francisco Bay makes it incumbent upon the University to furnish the best instruction in what has now come to be a characteristic Califoruia art.

A Department of Music.

A Department of Archæology. It will be necessary, in connection with the Art Building, which will include large archæological collections, to employ a number of curators, each of whom should be master in some particular field. The work of these various specialists should be united under the general oversight of the incumbent of the chair of archæology.

A School of Architecture. The work which is to be undertaken here within the next few years, in accordance with the Hearst architectural plans, will furnish the best practical opportunity that could be desired for the development of such a school. It is much to be dasired that the one who shall be the supervising architect of these buildings should be at the same time the head of the School of Architecture.

A laboratory for a Department of Dairy Husbandry.

A Department of Physical Chemistry as part of the general Department of Chemistry. This would require at the first an assistant professorship only.

An instructor or professor of the art of speaking, to be connected with the English Department.

Instructors or professors of the Spanish language and literature, of the Russian language and literature, and of general linguistics.

Lectureships and professorships for the School of Commerce.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies. 15 cents.

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MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

It was George Eliot who said: "We will never know how ignorant middle-aged people are, as they are not required to be examined for promotion."

* * *

The "Educational Review" for January has a most interesting article on "Defects in Elementary Text Books." It is particularly effective in its treatment of certain geographical and historical text books.

* * *

The work of the Biennial Convention of Superintendents, of the Educational Commission, and the Teachers' Association is now before the legislature. The amendments have been carefully considered and represent the ideas of those who have been most active in planning school legislature during the past six years.

* * *

Mayor Phelan has re-appointed Cecil W. Mark on the Board of Education. This means the continuation of manual training, of sewing, of cooking, and the Professor Cubberley course of study. Mr. Mark stands for that which is best in the newer things in education. His re-appointment furnishes him with splendid opportunities to work out the administrative problems inaugurated during the past year.

* * *

Hon. Frank J. Browne, of Washington, has just issued an important educational document which is his final report of four years' administrative work. The university, normal, high and common schools have prospered under his control; new legislation has been enacted; a new and excellent series of text books have been introduced; and the standard of certification raised.

* * *

The new century opens auspiciously. The educational pulse never beat more steadily. New values are everywhere present. The results of the year 1901 will be great. The adoption and inauguration of the proposed school legislation the first half of the present year will mark an epoch in this state. Superintendent Kirk is leading the forces at Sacramento. It is not an appeal for money; it is a courteous request from the schoolmasters for wise and beneficent legislation.

The Editor's Den.

Miss Isabel Frazee, the author of "Language Lessons," came six hundred miles to read a paper on "Some Aims and Methods for the Study of Words," at the C. T. A. A very small, but an audience with the largeness of respect, greeted her. She gave this as an interesting experience:

"A rather amusing incident of the confusion arising from an undirected use of synonyms was afforded by one of my own pupils. Some years ago a large, awkward country boy, as intensely earnest as he was slow of comprehension, entered one of my English classes. He came into the room near the close of the recitation. We were studying the 'Vision of Sir Launfal,' and the pupils were writing the words they thought most beautifully suggestive found in that part of the poem beginning with 'What is so rare as a day in June.' It was too late to go over the lesson with Morris, and he was told to read over the selection and write in his own words what it meant to him. He was soon struggling with his dictionary and laboriously writing. Going to his desk and looking over his shoulder, I found he had written 'What is so *underdone* as a day in June.' The poor boy looked discouraged when told that underdone was hardly the word which would express our poet's meaning, when he said, 'What is so rare as a day in June.' But with a wrinkled brow he again went to work, and this time, aided by his little dictionary, he evolved the sentence: 'What is so *thin* as a day in June.' He was told that thin was hardly the proper synonym. He again went to work, and in a short time he turned to me with a look of determination and triumph on his face and said: 'Well, I know it's right this time, for there ain't another definition for the word rare left in my dictionary,' and the boy had written 'What is so *raw* as a day in June.'"

* * *

J. W. McClymonds believes that professional ethics should require that: "It is unprofessional to want the presidency of the California Teacher's Association, and that it is likewise unprofessional for any man to refuse to serve if elected." We believe in a high standard of professional ethics, but do not go to the extent of Superintendent McClymonds. No man should be required to accept that which he does not want. For twenty years we have heard the cry of no politics in the California Teachers' Association. It is the cry of wolf, wolf, wolf, when there is no wolf. The position of president of the California Teachers' Association is purely one of work, with a bit of honor mixed in. It carries with it no prestige, and no patronage. Sometimes a president like Earl Barnes, who achieved a signal success as presiding officer, or Frederic Burk who succeeded in making a program of marked characteristics, win special honor. As a rule, however, the California Teachers' Association offers but scant opportunities to the man who is seeking either the fierce lime light of publicity or the long end of a string for a political pull. Of course, the president gets his picture in the paper, but even that is no recompense for a man who has not a good photograph. The presidency of the California Teachers' Asiociation should belong first to the man who has the ability to make a success of the next meeting; second, to the man who has helped to make the meetings in the past successful.

* * *

The California Schoolmasters' Club gave a banquet on December 29th. The topic for discussion was the Educational Commission's proposed school legislation. It was a serious affair. J. W. McClymonds presided and called for thirteen speeches. Dr. Brown made a neat distinction when he said: "The schoolmasters of this century are talking to the legislators of the next century." Judge Denson also made a hit by his recital of the story of the "Larks' Nest." W. R. Davis gave a series of word paintings that reminded one of the old masters. Superintendent Kirk touched lightly on the poetic beauties of California and gave some excellent suggestions on school legislature, while John Swett told of his skillful lobbying in the days of '62. Professor Cubberley in a clear and accurate manner defined what was meant by the constitutional amendments proposed. Sup't. Furlong, Sup't. Webster, and Alva Anderson also gave interesting addresses on school legislation.

* * *

Superintendent J. M. Greenwood brought to California a new lot of institute stories, not always *fin de siecle*, but always pointed.

Trustees.

The trustees of a school district in Montana dismissed a school teacher for chewing gum. The State Superintendent sustained the action of the trustees.

Trustees will find a mine of information in the new report of Superintendent T. J. Kirk. It contains, in an encyclopedic form, a large amount of information about our public school system.

The department conducted by Superintendent Kirk, which usually contains so much of vital interest to school trustees, does not appear this month for the reason that Superintendent Kirk is devoting all of his time preparing school legislation.

The trustees of San Diego county, under the leadership of Superintendent Baldwin, held an important meeting, December 20. The trustees took an active interest in the discussions. The activity of the trustees in attending meetings in San Diego is bringing about a betterment of the rural schools.

The school trustees are interested in the following legislation: The fixing of the time for the employment of teachers; the placing of the approval of all orders for school supplies in the hands of the County Superintendent, and in various other measures that will effect the interest of the schools. It might be well for each clerk to write to the representative from his county for copies of the school laws as presented to the legislature.

Superintendent Geo. S. Ramsay held a convention of school trustees, Saturday, December 22. The attendance was good, and much interest was manifested. An address was made by Harr Wagner on the elements of a successful school trustee. An address was also delivered by Rev. M. Webb. The several topics discussed included: "The Purchase of Supplies," "The Selection of Teachers," "The Decoration of School Houses and Grounds," and "School Legislation."

LAGUNA HONDA SCHOOL.

The mothers were delightfully entertained December 6th, by Miss Kate Whitaker, 415 Post street. She spoke at some length on the twenty commandments as given by Dr. John Sawyer, an English physician. The secret of good health is right living, when no pills, powders, or draughts will be found necessary. Bodily nutrition is given precedence over spiritual nutrition. First the body, then the soul, is not in contradiction of the law as given by Moses.

We here quote Mrs. J. H. Kellog who has so well said what should be impressed upon the mind of all mothers:

"Does it seem unreasonable to say that the doting mother who rears her children largely on a diet composed of luxuries which lack the proper bone, nerve, and muscle-forming material, is fostering a morbidness of appetite and a condition of the system that will crave a stimulant by and by? Our strength is furnished by the food we eat, and whatever impairs natural strength creates a demand for artificial strength."

Miss Whitaker kindly offered to give a chafing-dish demonstration at some future meeting. Her talk was most instructive and delighted the mothers generally. How to bake meats, fry (?) eggs, make coffee, etc., were questions discussed to the satisfaction of all.

BOOK REVIEWS.

Just published, a beautifully printed and illustrated book, "About Dante and His Beloved Florence," by Mrs. Frances Sanborn. Illustrated.

This book is written for English readers and students of the Divine Comedy from the standpoint of a lover of Dante. It does not assume independent translations of "The Immortal Poem," but draws from the highest authorities, and gives a rich collection of the estimates of distinguished poets, commentators and essayists. It must serve a purpose of introducing the Great Poet to young readers, and of inspiring a closer sympathy with those students who have already begun to know him.

The work opens with an "Introduction," which fully explains the purpose of the writer. Part First is about Florence, the home of Dante, where the author wrote much of her book. Part Two treats of what Dante named his "New Life."

Then the Divine Comedy, with its three grand majestic stages of Dante's journey, comes in review, and the last chapters give incidents of the intense and growing interest for everything Dantean in his own "Beloved Florence" (as he called it) and throughout the wide world. Bound in cloth, price, $1.00.

"Amusing Geography and System of Map Drawing," by Lenore Congdon Schutze, A.M. A new departure in teaching geography.

Map drawing is one of the banes of a child's school life, but this book reduces what has been an art to a science which is so simple that any child can understand and use it. Companion maps, which liken the shapes of states and countries to some very comical things, fix the shapes indelibly on the mind. Witty, jingly songs and funny little anecdotes and riddles are added, all tending to make the child remember data concerning the earth's political and natural divisions. Parents and teachers, as well as pupils, find the book amusing. The book is handsomely gotten up. Handsomely designed cover. Price, $1.00.

In press; will be ready about February 1st: "The History of the Transition Period of California From a Province of Mexico to Its Admission as a State of the American Union," by Samuel H. Willey, D.D.

This book narrates the events of the most critical period in the history of California. It begins with the raising of the United States flag on the breaking out of the Mexican War, and gives the government-plan for the conquest of the country. It describes a serious interference with that plan which took place here, owing to the distance from Washington. After the treaty of peace was satisfied and military authority ceased, it tells of the critical condition when there was really no government, and Congress failed to organize one. Under the stress of necessity, when the country was filling with miners, the people called a convention to form a State Constitution, and afterward adopted it. The greatness of the difficulties in the way of this work are described by the author, who was present at the convention. The story of the final eight-months' struggle in Congress to gain admission to the Union, is told as it is found in Congressional records. It proved to be a turning point, not only in the history of California, but of the nation.

The book will be especially valuable to those who teach the history of California in the schools. It is proposed to publish the book by subscription and only a limited number will be issued. Order now. Bound in full cloth. Price, $1.00.

In press; will be ready about February 15th: A new volume in our Western Series of Readers. "Shells and Sea Life," by Josiah Keep, A.M., Professor of Natural Science, Mills College, and author of "West Coast Shells." Fully illustrated by over a hundred figures, a number of which are full-page, and nearly all of them either drawn or photographed directly from the natural objects, for fifth, sixth and seventh grades. This is a book which teachers and pupils alike will thoroughly enjoy. It is written by a teacher who loves nature, and who carries that love into his writings for young people. The chapters are written in various styles, some descriptive, others in the dialogue form, while scattered through the book are several nature poems. The pupil could easily imagine that he was down by the seaside, gathering shells, star-fishes, and sea-weeds, and was bringing them up to the teacher, who was waiting to tell him about the treasures that he had found. The pupil wishes to known what they are, how they live, and what they are good for, and these questions are answered in this book. In fact, it will prove to be a very helpful hand-book for those who visit the coast, as well as an interesting reader for the schoolroom. Scientific terms have been avoided or explained, and hard words have been pronounced, so that the teacher will find it appropriate reading for pupils from the fourth grade upward. Price, net, 50c. The Whitaker & Ray Co., Western Publishers, San Francisco.

"In the Love of Nature" is a neat volume by Will J. Meredith, of Seattle. Mr. Meredith is a true poet. "To an Indian Cave," "Who is a Poet?" "To Joaquin Miller," "To Her I Love," "The Poets Crown," are poems that have the light touch of inspiration. Here is more than art. Here is thought. Mr. Meredith will have a host of fervent admirers. The above books are published by the Whitaker & Ray Co.

Teachers' Institutes.

EDUCATIONAL ASSOCIATIONS.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 26, 27, 28. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A. Crookshanks, Visalia.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The Department of Superintendents of the Educational Association will hold its session at Chicago, February 26, 27, 28, 1901.

INSTITUTE NOTES.

Superintendent S. A. Crookshanks held his institute December 17-19 at Visalia. He had an excellent corps of instructors, including D. R. Augsburg on drawing.

Superintendent Hugh J. Baldwin held his institute December 17-21. Dr. Dresslar and Professor Edwards were the chief instructors. The institute was successful in every way.

Superintendent J. W. Graham held his institute December 17-19. He had a carefully arranged program, and the Kings County teachers, as usual, had a most enjoyable and instructive time.

Superintendent Greeley, of Orange, held his institute December 17-19. Dr. F. B. Dresslar, Professor George Edwards, Superintendent J. M. Greenwood and Harr Wagner were the instructors.

Superintendent J. H. Strine held the institute of Los Angeles County, December 17-19. He secured excellent talent, and devoted the three days to instructive and interesting work along the line of the teachers' work.

Superintendent Foshay, of Los Angeles, held his institute December 17-19. J. M. Greenwood was the principal instructor. Los Angeles city and county teachers were united in one body, forming a small army. The institute was a marked success.

Lulu Claire Bahr, Superintendent of San Bernardino County, held an interesting session of her annual institute December 17-19. P. W. Kauffman, of Ventura, was the principal instructor J. M. Greenwood, of Kansas City; Dr. James, of the Los Angeles Normal, and Dr. Brown, of Berkeley, were also among the speakers.

George S. Ramsay held his institute in Fresno December 17-19. Among the instructors present were Dr E A. Ross, Superintendent Russell, Professor Richardson, and Harr Wagner. The institute was a pronounced success. The addresses of Dr. Ross, Superintendent Russell and Professor Richardson were instructive and interesting

Superintendent Doub, of Kern County, held his institute December 17-19. The instructors were Rose V. Winterburn, A. Waterhouse, and D. W. Nelson. Composition, history and arithmetic were the leading topics discussed. Superintendent Doub gave a carefully prepared address at the opening. He discussed in an able manner many of the vital school questions now before the people. The institute by resolution endorsed the work of the educational commission.

A MODEL REPORT OF A COUNTY INSTITUTE.

REPORT OF THE MADERA COUNTY TEACHERS' INSTITUTE.

The Teachers' Institute of Madera County convened on Monday morning, December 17th, for a three days' session.

The following is a synopsis of the papers:

"Commercial and Industrial Geography," by Mr. T. L. Heaton, of the State University.

The work in Geography must be connected with the child's experience to make it real. Teach it thru the sense perceptions of the pupil. Make clear the principles of co-operation with the forces of nature, and of the division of labor. The elements of Political Economy may be taught as early as the third grade. Show causes which promote the growth of cities. Explain the system of exchange. Present the physical features of a country to the senses of the child. Then give him suitable books to read, such as "Aunt Martha's Corner Cupboard."

"Faculty of Speech," by Dr. C. C. Van Liew.

There are two problems to be considered here.

1. Association of words with mental operations.

2. The mechanical execution of words.

The natural function of speech is the expression of thought. The child begins to use his vocal organs instinctively, but they must be developed; and along with this must go the development of the ear. Language, with all its coloring, comes to the child in a sub-conscious way, throught imitation. Two influences are reflected in the voice, environment and the bodily condition. The teacher becomes the main element of environment in the schoolroom, and hence it is of importance that she possess a well modulated voice. Let her read stories to the children to be reproduced by them in their own words, and also in phrases used in the original story.

The three fundamentals in the child's speech are respiration, vocalization, and articulation. The ear is the child's only means of testing his correctness, and hence should be cultivated He should he given abundant examples of spoken language. The most common errors are shortening of words, reduplication of sounds, substistution of sounds, and nasal tones.

"Some Thoughts on Language," by W. L. Williams.

The vocal organs must be made subject to the will. Much may be done in this field in the way of spiritual education.

"Indian Children," by Ida Tully.

There are two classes of Indian children to be dealt with, the full blooded ones and the half breeds. These children seem to develop rapidly as far as the fifth grade, but in only a few instances have they progressed further. They may he reached most successfully thru their love of nature, and their aptness for imitation, shown in their penmanship and drawing. They are patriotic and well behaved, but dull and listless. The question was raised, "Are we doing the best for these half breeds, who have no race, when we educate them according to the same method by which we educate our own children?"

Dr. Van Liew in a discussion said that since these Indians are of a primitive race, and must develop according to the steps by which all civilized races have come from the primitive to the present stage, they must he given, not abstractions but concrete ideas, hence manual training.

After this, Mr. Heaton read a paper on "Good Citizenship."

First of all show the advantage of good government hy the government in the schoolroom. Teach that liberty is not license: that in order to preserve rights unto oneself one must be considerate of the rights of others. The government of the nation may be taught by beginning with the family, then the community, the state, and finally the nation, a union of states.

Teach the sacredness of the ballot; how it is to be exercised in unselfish honesty. Teach the great social laws. Good hooks are Wilson's "The State"; Chipman's "Outlines of International Law"; Lawrence's "International Law."

"Two Divergent Principles in the Schoolroom," hy Dr. Burk.

The two lines of work are:

1. Formal Studies, such as reading, geography, etc.
2. Character or Culture Work.

The formal side must be known, the culture side must be felt. Heretofore the culture side has been neglected, while the formal side has been given most of the attention. But we are made better men and women for being stimulated to feel the character side. For instance, in the study of Evangeline the formal study is unimportant, the character study is of immense value. The girl sees in Longfellow's heroine a new type, and she lives again the life of Evangeline, and gets all that is beautiful out of it.

Then, too, there is a difference in the mechanism of these two lines. We want thought and feeling on the culture side, but on the formal side we want no thought, but an immediate single reaction.

Now as to origin, these lines differ, in as much as the formal side is acquired, while the ability to feel the culture, the character side, is inborn.

Mr. Frick read a paper on "Primary Arithmetic."

Mr. Heaton then continued his talk on "Geography."

Make your own maps and have the children copy yours. Draw your maps from foundation lines; see that the proportion is correct; then put in the large cities, bodies of water, mountain and drainage systems; show the direction of ocean currents, situation of equator and alluvial plains. Then, taking a different map for each product, color those regions that produce certain products. The eye will aid the memory, where the ear will not. Use type study and this will save time. Having studied North America very thor.

oughly by type study, all of the other countries may be completed in the same time. In geography we want the great facts of the earth in relation to human life.

Mr. Small read a paper on "Spelling."

At the beginning of a child's school life only reading should be taught, and later on, spelling may be added.

"Why Arithmetic Is Hard," by Dr. F. L. Burk.

Give the child a motive for arithmetic and he will work harder. Even to introduce rivalry or pride is a good thing. We think first in mental images, later on in abstractions. So we should give arithmetic to little children in mental images, and not in abstractions. Don't tempt them to guess, but rather teach them that this is dishonest. When they reach the fifth grade a text-book is needful, but before this it is not good. Oral work ought to come first, because people talked ages before they wrote.

"History," by Mr. T. L. Heaton.

History should be so taught that it appeals to the better instincts.

Dr. Burk lectured Tuesday evening upon "A Neglected Field in Education — the Emotions." When we neglect the emotions we neglect the most powerful force in our natures. We trust emotions when we will not trust the intellect. Arouse good emotions to get good work done.

Mrs. M. J. Harriman, in a paper on "Economy of Time in the Daily Program," advised combining classes of different grades, wherever found possible.

Mr. J. W. Martin followed with a talk on the "Execution of the Daily Program."

Mr. Heaton lectured upon "Rural School Problems."

When so little time can be given to each recitation, it is essential that the teacher be clear and exact, and get to the heart of the subject immediately. Combine classes wherever practicable. Don't neglect the little ones. When you have given them all the time you can, let the older pupils volunteer to hear them recite.

Have a reference table for the older ones. Some good books are "Each and All," "Brooks and Brook Basins," "Pacific Nature Stories," "Fifty Famous Stories."

Examinations are of two uses: 1. They protect the teacher. 2. They protect the children.

Begin music by drilling the ear.

Miss Glenn Bovard read a paper on "How and Why the High School is a Paying Investment."

Mr. Heaton lectured on "Teach the Children How to Study."

Give the pupils a way in which they can find out their progress and success in study. Arrange the work systematically, definitely, so that the child may know when he has prepared his lesson.

David Locton talked on "The Dull Pupil."

Dr. Mary Butin read a paper on "The Care of the Eyes."

She said that the proportion of people with defective vision steadily increased from the age of entering school on up thru the university. She thought that much of this might be remedied by measures taken in the schoolroom to improve light, construction of seats, etc.

The institute then adjourned to meet Thursday morning with the San Joaquin Valley Association in Fresno.

BESSIE L. FRENCH.

♥♥♥♠♥♥♥

Lincoln Day.

Tuesday, February 12th. will this year be Lincoln Day.

The Executive Board of the Lincoln Monument League has already commenced preparations to make Lincoln Day of this year a great state, if not national, event.

It is to be hoped that teachers thruout the state will encourage pupils to prepare suitable programs. The day should be one of both profit and pleasure. The Department Commauder of the Grand Army of the Republic has expressed himself as in full sympathy with the League in its efforts to prepetuate the memory of the nation's great hero. Posts of the G. A. R. thruout the state will be communicated with and requested to send delegations to the schools in their jurisdiction.

State Superintendent Kirk is also in active sympathy, and will doubtless embody his views shortly in a circular to the teachers of the state.

The League is now engaged in appointing County Central Boards, with the idea of having public meetings all over the state on the evening of Lincoln Day. W. W. Stone, President of the League and principal of the Burnett School, San Francisco, has the matter of school celebrations in hand and desires us to say that he should like to hear from any teacher looking for additional information. President Stone's headquarters are at 18 Second St., San Francisco.

WESTERN SCHOOL NEWS.

C. T. Eliott, formerly of Fresno, city, has been elected principal of the Fowler Schools.

Detroit, Michigan has been selected as the place to hold the next meeting of the N. E. A.

The schools at Angels, Calaveras County, have been ordered c osed on account of diphtheria.

J. E. Hayman, of Colusa, surprised his friends during the holidays by bringing home a bride.

Morris E. Dailey, President of the State Normal School at San Jose, spent the vacation East, visiting and studying state normal schools.

Mr. P. S Woolsey, of the Visalia High School, has resigned to accept a position with a prominent text book publishing house.

Shorthand can be learned by mail. The Gregg System is easily learned, fast and readable. Many teachers are making a success of this course. San Francisco Business College, 1236 Market St., San Francisco, Cal.

Dr. W. O. Krohn, author of Krohn's Psychology School Hygiene, and for a number of years editor *Child Study Monthly*, is visiting the coast. Dr. Krohn was the star attraction of the Utah State Teachers' Association at Salt Lake

President Benjamin Ide Wheeler has spent several weeks in the East. He attended the American Philological Society and delivered several addresses. It was rumored that he was offered the presidency of Harvard University.

The teachers of Los Angeles County presented Superintendent Strine a handsome gold watch, and Deputy Superintendent Ennis a large, comfortable chair, and Superintendent Jas. A. Foshay a skull cap (silk), and a resolution requesting the N E. A. to elect him pr sident.

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Professor Ellwood P. Cubberley, of Stanford University, selected a list of poems for memorizing for schools. These poems have a literary value, and are suitable for each grade. Miss A. R. Power compiled the poems, and had them printed Copies can be secured by sending 60 cents for board, $1.00 for cloth bound, to The Whitaker & Ray Company, 723 Market St., San Francisco, Cal.

The Supreme Court of California has rendered a decision in the case of The California Vertical Writing System *vs.* San Francisco Board of Education. The Supreme Court holds that the California Vertical System was not legally adopted. The Board of Education did not advertise for bids in accordance with the law. This decision leaves The Shaylor System, Ginn & Co. publishers, as the system to be taught in the city schools.

Governor Geer. of Oregon, has appointed on the Text-book Commission Judge Lowell, of Pendleton, President Campbell, of Monmouth; H. W. Scott, of the *Oregonian;* M. M. Ladd, the banker, and W. M. Colvig, ex-County Superintendent of Jackson County. Judge Lowell, of Pendleton, is a scholarly and upright man. President Campbell is at the head of the Normal School at Monmouth, a graduate of Harvard, and a man of sterling character. The *personel* of the Commission is certainly all that could be desired. The Commission will meet in July to select books for the next six years.

New Year's Day will be the wedding day of Superintendent Alexis E. Frye of the Cuban school and Senorita Maria Terresa Arruebarreno, a beautiful young Cuban teacher. The bride will celebrate her marriage and the opening of a new century by the presentation of 100,000 copies of the hymn "Not Afraid of the Spanish Tyrant" changed to read, "Not Afraid of the Government of Strangers." The Cubans are urging the promotion of Mr. Frye to the position of chief director for the United States of all educational affairs in the island.—*A. E. Winship in Journal of Education.*

Professor E. A. Ross, formerly of Stanford, has been elected lecturer in sociology in the University of Nebraska. President Benjamin E. Andrews urgently requested the Board of Regents to give Professor Ross the place. President Andrews resigned from the presidency of Brown University because he felt that his political opinions were not in harmony with the Board of Regents He served for several years as Superintendent of the schools of Chicago, and was finally called to the presidency of Nebraska University. Dr. Ross and President Andrews will certainly have a common bond of sympathy.

The California edition of "The New Pacific School Geography," by Harr Wagner, will be issued next month. It will contain ten pages of new matter on California, the census statistics of 1900, new pictures from recent photograps, etc Price, $1 00. Address The Whitaker & Ray Co., 723 Market St., San Francisco

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CHICO, CAL., Dec. 21, 1900.

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Remember, that perhaps never again in a lifetime will we be called upon to further the memory of one who has so liberally donated to our institution. Let us then respond cheerfully to erect a living testimonial of the love of one who has done so much that we, the young sons and daughters of California, might be benefited.

Kindly address the same to Miss Margie Collins, Treasurer, Chico, Cal.

Respectfully,

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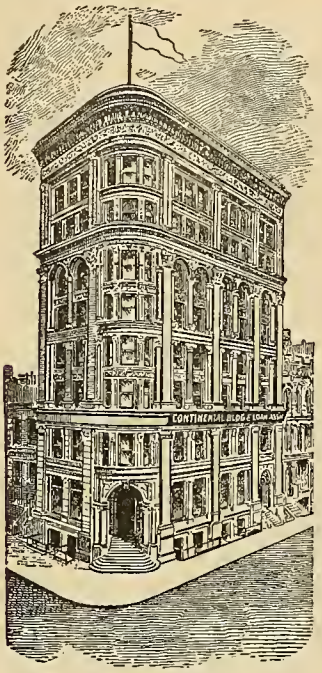

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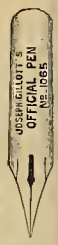

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FEBRUARY, 1901

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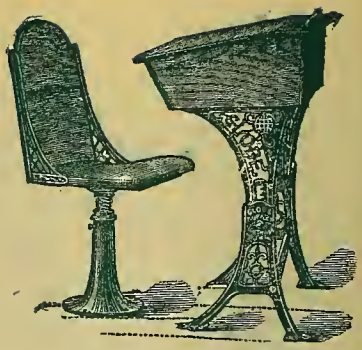

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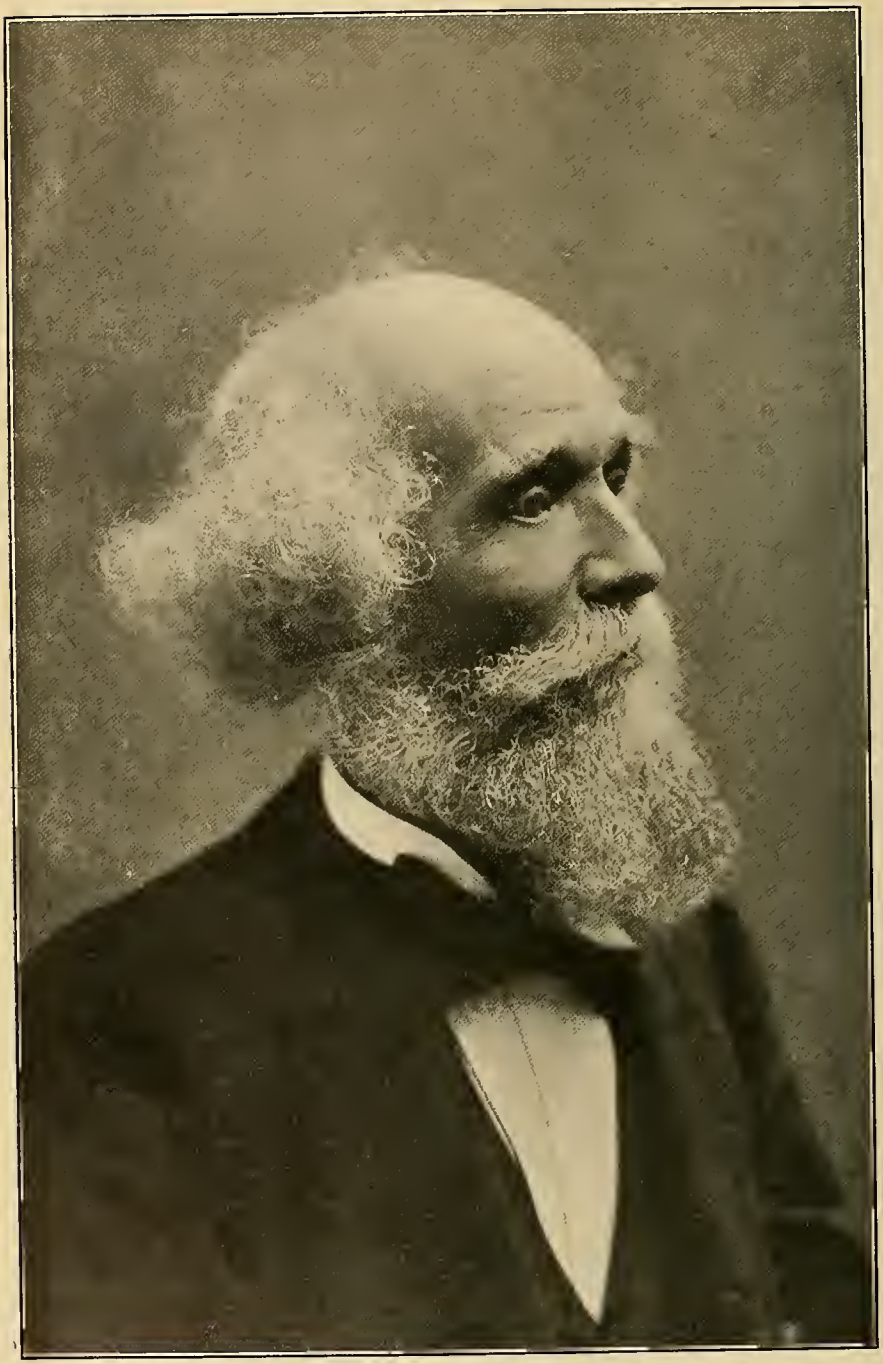

JOSEPH LeCONTE, M.A., M.D., LL.D.,

Professor of Geology and Natural History, Honorary Professor of Biology and Special Lecturer, University of California, Berkeley.

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ESTABLISHED 1852.

OLD SERIES: GOLDEN ERA, VOL. XLVI. SAN FRANCISCO: FEBRUARY, 1901. NEW SERIES: VOL. V NUMBER 1

Defects in Elementary Text-Books.

(EXTRACT.)

JAMES H. BLODGETT, IN JANUARY "EDUCATIONAL REVIEW."

Sixteen million children use the text-books, and teachers, school officers, and parents are anxious over the supply and its cost. Public schools are bound in great masses, and the adoption of a book often means its exclusive use on its subject for a term of years, five more frequently than any other number. Some lawmakers recognize the impossibility of maintaining the truth in a geography or a history unchanged for five years, and provide for allowing changes in the text rendered necessary by passing events; but not even such changes are always allowed by law, and cumbrous processes are needful to secure any change within the contract time, even when authors or publishers recognize errors. Uniformity in text-books is required thruout a state or territory in no less than twenty instances. Twelve additional states require uniformity for fixed terms, not less than three years, for areas varying from a district to a county. * * * * *

Certain objectionable peculiarities of style seem to be habitual in some books, especially the use of superlatives. In an extreme case "greatest on earth," or the variation "greatest in the world, occurs four times within twenty lines. One says: "Furnished by the falls with unlimited power.... Richmond has grown to be the largest city in Virginia." The power was prosaically estimated for the tenth census at a minimum of 12,400-horse power and a maximum, with storage, of 57,000-horse power. The new battle ship "Maine" is of 16,000-horse power, which is a suggestive measure of what the author calls "unlimited horse power." This style is too common to require further illustration. The abbreviation "etc.," shunned by some in deliberate writing, slips readily off the pens of others, even twice in a sentence and three times in a short paragraph.

It is hard to conceive of primitive man, whether evolved or originally created in his present form, as more helpless than squirrels or birds, nest-making fish, reptiles, or insects, but an author tells the children: "We therefore conclude that at one time . . . . . all people were more ignorant

than the most savage tribes now living. They probably did not know how to do anything."

The examples immediately following deserve attention for their form or their style: "The earth has the power of pulling objects towards itself, and the pull is so strong that it keeps loose bodies close to the earth's surface. This wonderful power is called gravity." "Greece, tho not one-fifth as large, has a longer shore line than the Spanish peninsula." "The climate . . . . varies both with latitude and altitude." "The growth of railroad transportation and of the country have extended this commerce." "The output of silver is small, but of quicksilver very great." Paterson is the chief silk, and cotton and and linen thread manufactory in the country." "Smith was killed in 1844 by a mob and the Mormons driven out." "Trade [of Greece] is principally with European countries. That with the United States is small. It [*sic*] imports from Greece, currants, figs, and olives, and exports, principally, kerosene." "Its industries [Allegheny] are identical with those of Pittsburg." Here he died, and in order to keep the knowledge of his death from the Indians, was buried by his followers in the river." "Deer are found in the . . . mountains . . . and gray foxes abound lower down." "At Arlington . . . are buried many thousand soldiers, including General Sheridan and Admiral Porter." Starved Rock "was abandoned because the Indians moved away from there." Virginia ceded to the general government her rights in the vast domain her soldiers had taken possession of." "The magnitude of the grain and lumber trade, the former the largest of any place in the world, may be judged from the capacity of the Chicago grain elevators . . . and from the sales and shipment of lumber." "It [lead] is still mined and smelted to some extent and together with zinc, dairy products, and grain, forms one of Galena's many industries." "The sponge . . . is a valuable product of the sea, as are also pearls from the pearl oyster." "Mining . . . has increased more rapidly in recent years than any of the other great industries except that [*sic*] of trade and transportation." "The first curious thing about them [Amœbæ] is that they are all ladies. There isn't a man or boy among them." "By the last school census of 1896 it [population of Chicago] was 1,619,226." "The millions of acres in the Mississippi Valley remained worthless for want of transportation facilities until railroads were built." Omission of "the" will correct this. Constantinople "is noted for its beautiful mosques of Mohammedan churches." This would justify Christian synagogues of Jewish mosques. "There are more colors and kinds of people in a little stagnant pond than are to be found in all the countries you read about in your geographies." The writer has forgotten at least the other little stagnant ponds.

Defects in expression by pictures, maps, or diagrams are as hurtful as misspelling or the wrong use of words. The picture in a new history, with the legend "Independence Hall, Philadelphia, Penn.," is really that of Faneuil Hall, Boston. The usual picture of the home of Washington at Mount Vernon is as viewed from the river, but occasionally the side toward the country road is given; this is the front formerly approached by visitors,

for whom the great knocker is still on the door. The representations of two sides are so far unlike that they are not likely to be recognized as of the same building without explanation, except by those acquainted with the premises. The children of this country are entitled to well-designated, accurate pictures of the Washington home, yet a recent geography shows the house as having but one story under the veranda roof on the river front.

The legend "Harvesting" is engraved upon the picture of a stationary steam thresher, with no harvesting in the view. A picture with the legend "Great Salt Lake" represents a herd of bison feeding in the foreground, but we laugh at English hunters who expect to find the beasts. A picture, translated to match its legend, "Rice plant with bobolink or rice bird," tells the children that the bobolink wears its spring plumage when eating mature rice. A like picture occurs in a popular cyclopedia. A reader, specializing natural history, shows a pair of bobolinks to indicate the variation of plumage in the sexes, without a hint of its relation to the seasons. The text in a reader tells of two men catching a shark so large that one man could not pull it into the boat. The picture tells the children that a man fishing alone caught a shark. A history says in words: "Dressed like an Indian, with seven companions, all on pack-horses he [Washington] started from Williamsburg, Va., on his perilous journey." The picture illustrating "Washington's journey to the French forts" shows a young horseman in officer's dress, whom we can hardly accept as the Washington of the text, and four footmen, one a naked Indian.

It is helpful to have portaits identified, not only with the persons represented, but with the times at which they were taken. If we wish a comparative view of those celebrities whom we have learned to regard, it is not pleasant to find one presented in early vigor and another in wrinkled decline of extreme age, without a suggestion of explanation. A geography furnishes more than twenty good likenesses of rulers, only one of whom, "Victoria, Queen of England," is personally named; all others have only official names, undated, as "The Emperor of Germany." Changes have already occurred, so that the likenesses are not uniformly those of the present rulers.

The motive of selection of pictures is not always clear. One geography shows sheep in the northern hemisphere, sheep in Texas, twice sheep in Australia, and they are so much alike that three cuts could have been spared for a rival book that shows no sheep. Duplications are frequent. In an extreme case, each of two books in a series contains several duplications, exact or approximate, of its own cuts, maps, or diagrams, and the larger volume reproduces over thirty illustrations or parts thereof, from the smaller one. These duplications occupy a space in each fully equal to half a dozen pages of the smaller book.

Every picture in an elementary text-book should be definitely identified in text or in legend, and it is rarely best to use pictures identified by legend alone. The unskilled pupil cannot search out the significance of such labels as "Brenner Pass," better known than the average subject, nor is a well-read teacher with good reference books always able to inform the inquiring child. She ought not to be burdened with that part of the interpretation of

the book. A "Bridge in the Andes" may not represent habitual bridge building, and it may be the only one of its kind between Panama and Cape Horn. It is safe to say that few teachers can help a child to any knowledge of a "Banyan Tree, Florida."

It is noticeable that geographies in the duodecimo form, customary fifty years ago, and still somewhat used, especially for physical geography, find ample room on their small pages for pictures and diagrams for which the quarto editions, broadened to take in the reference maps of the former atlas, seem to require all their page space. Sometimes it appears as if the compilers were short of copy and enlarged and duplicated graphic matter to fill space. The size of a geography is limited by convenience and not by want of material. Every duplication of matter, every unnecessary use of space, crowds out something important.

One would not enjoy a picture gallery where pictures were hung one overlapping another, or grouped at all tipsy angles, especially without an explanatory catalogue, but pictures are crowded in certain books in such fashion. If some books could be rid of pictures that show nothing distinctively, and of all duplicates, they would have room for every illustration remaining to have its own clear margin. It would be a further gain to exclude those made on a minute scale and diminish those on an extravagant scale.

It is not practicable to print all pictures on one scale more than to print all maps on one scale, but such as are brought into direct comparison should have a common scale. A work on language lessons presents cuts of birds and mammals on a page for comparison of their voices. The text says: "The crow caws. The quail whistles. The hen cackles. The lion roars. The ox lows. The rooster crows." The pictures say: The quail is larger than the crow. The hen is as large as a lion. The rooster is taller than the ox. Upon another page attention is directed to the comparative sizes of a cow and a sheep, misrepresented in the cuts. In a primary geography are grouped sundry heads of animals and a humming bird. The pictures say: A humming bird is longer than the head of an hog or the head of giraffe; it is as long as from the top of an elephant's head to the ends of his tusks. In a first reader "grandmother's spectacles" are pictured in one lesson as bigger than a pump. On another page the child has a pictorial lesson of setting the table. Two each of plates, knives, forks, spoons, cups, saucers, with a cream pitcher, a sugar bowl, and a teapot, are to go upon the table. As presented, a single plate will cover the table except the corners, and the knives, forks, and spoons are each longer than the distance across the table. In a picture lesson a horse, a dog, and an owl are nearly of the same size, the owl being a little the tallest.

A judicious rule would exclude illustrations treated heavily with india ink in reproduction. to the obscuration of delicate lines, and giving a book a gloomy, depressing effect.

Competition in maps has been more wholesome than that in pictures, but errors of detail are not wanting. Of two authors one presents Rock Island and Davenport as above the mouth of Rock River and the other shows them

as below. The rivers forming the Illinois are misrepresented on three sets of maps before me. A geography on some of its maps, shows the Illinois entering the Mississippi above the Missouri; upon other maps the three rivers join at one place. In certain maps of a geography where the area of the United States superimposed for comparison, it is sometimes used with an attachment to represent Alaska and sometimes without it. The date line, assuming new importance to us, is given in few school books, and no adequate explanation is given in any such at hand. Maps should show what cities lie on both sides of streams. In one instance, Cleveland, Ohio, is so represented. Most cities so situated are shown as if wholly on one side of the respective rivers.

It is a bold step to omit railroads because it is no longer practicable to show correctly on an ordinary map, but the attemps to represent the roads of the United States and of Europe, especially with the network of suburban lines and the multiplicity of street railroads, are failures. Very small railroad maps are not clear, larger ones in school geographies are apt to be sadly wrong, even contradictory, if an author shows roads for the same area on different maps. Thus an author shows the direct road between Chicago and New Orleans once as crossing the Mississippi four times, and again as wholly east of that river. In 1838 the State of Illinois operated a steam road from the Illinois River to Springfield. The engine wore out and the road fell into decay, till mules could no longer pull platform cars over its strap rails. In due time other parties rebuilt the road, and by extensions it became part of a thru line from Quincy on the Mississippi to Toledo on Lake Erie. One might expect that old and important road to appear uniformly in the same book, yet a book widely used does not present the road harmoniously on its different maps. A set of maps several times showing roads at Albany, N. Y., usually shows no road crossing the Hudson at that point. One author shows direct connection between New Orleans, La., and Madison, Wis., but no direct connection between New Orleans and Chicago, or between Madison and Chicago. Instances could be multiplied where there is no intelligible selection of lines represented or omitted. The so-called commercial maps of the world are often no more satisfactory with land routes. The water routes are sometimes indicated by lines that a schoolboy might draw between two ports by rule and pencil, with sweeping curves to pass intervening lands, and with little hint of the influence of currents, or of the outward and inward routes between the United States and western Europe.

There is need of more reference maps of countries in which we have a direct interest, without begrudging the blank marginal space of open waters, which aid in comprehending true relations. The use of meridians and parallels, supplemented usually by mile scales, protects maps from some of the perversions that have befallen pictures.

The possibilities of traffic have always been an inspiration to inflated views of the future. The extravagancies affect both text and maps. The artificial waterway is peculiarly fascinating, and the public speaker or the writer for immediate publication is apt to be influenced more by the ultimate

promise of imagination than by the rigid limitations of fact. It is not simply a question of mental condition; very serious questions of national policy and of taxation are involved. Our text-books should be free from the excitement of the enthusiast and the partiality of the special advocate.

Here are extracts from various school books: "The outlet of this lake [Superior] is known as St. Mary's strait. It is not navigable, because it descends in rapids to the level of Lake Huron. The so-called St. Mary's strait is a river about sixty miles long. . . . Vessels avoid these rapids by going thru the 'Soo canal.'" "Thru the St. Mary's or 'Soo' canal a greater amount of freight is carried than thru any other canal in the world." Seventy-five pages later the author tells us that the value of the Suez freight is the greater, and he might have added that the Suez passenger traffic many times exceeds that of the "Soo." "From Sault Ste. Marie a ship canal has been built around the rapids."

The facts are: At Sault Ste. Marie, on the Michigan side of the rapids, is a canal a little more than a mile long, with a great lock 800 feet long by 100 feet wide, 18 feet rise, and 21 feet of water on the sills. On the Canadian side is a similar passage, the lock 900 by 60 feet, opened in 1895. The St. Mary's River is navigable from the locks to Lake Huron.

The following quotations are related to the same general theme: "More tonnage passes thru the Welland canal from Lake Erie to Lake Ontario than thru the Suez canal." This is a great and surprising mistake. "Lake Michigan and the Mississippi River are connected by a canal extending from Chicago to the Illinois River. Light draft vessels may pass from the Gulf of St. Lawrence thru the Great Lakes and by this canal and the great river to the Gulf of Mexico." "It [Chicago] possesses open waterways thru canals to rivers connecting it with the Mississippi." "In order to send its [Chicago] sewage down the Illinois River a drainage canal has been dug thru the divide. Its outlet is a little above Joliet. . . . It is capable of carrying a depth of 20 feet of water and wide enough to float the largest inland ships. The Hennepin canal is in course of construction from the upper Illinois River near Peru, westward to Rock Island, near the mouth of Rock River. It is expected [*sic*] in due time that the government will construct a ship canal from Joliet to Peru. Thus by the drainage canal, the the Illinois River, and the Hennepin canal, an all water route will [*sic*] connect the Great Lakes with the Mississippi Valley. These are immense undertakings, but will abundantly pay for all expense." The Chicago drainage canal is made prominent in picture and map of sundry geographies. It must be remembered that the narrowest and the shallowest places are the absolute limitations on any thru traffic. The facts, stripped to plans officially inaugurated, are: The canals of the St. Lawrence system, including the Welland canal, are approaching a standard of 14 feet draft with locks 270 by 45 feet. The Illinois and Michigan canal, from Chicago to Lasalle on the Illinois River, has not over 6 feet draft, with locks 110 by 18 feet. The improvements upon the Illinois and the Mississippi rivers between Lasalle and St. Louis contemplate only 7 feet draft, the limit on the Hennepin canal also. The drainage canal is a municipal undertaking of Chicago,

to keep drinking water pure, and its value for navigation, if ever used for that purpose, will be determined, not by its own gigantic measurements, but by the ability to pass out of it. To fulfill even feebly the promise held out not only by writers in ephemeral periodicals, but in text-books claiming standard authority, there must be a change of channel beyond any plan yet adopted, that will deepen connections between Chicago and Lasalle from less than six feet; between Lasalle and St. Louis from 7 feet; between St. Louis and Cario from 8 feet; in the lower Mississippi from 10 feet. to 14 feet thruout, great dams with locks must be constructed on the Mississippi to prevent the water from running so swiftly down the deepened channels as to leave a scant supply in the upper portions of the rivers, and even then great vessels cannot pass thru.

The effect of errors in text-books extends far beyond the schools. An influence on national legislation has been already intimated. In every direction examinations are more and more demanded for recognition. With defective text-books increasing terrors surround the examinations. Not only is a candidate liable to be wrong when following the information given him thru an authorized book, but the candidate who is right is liable to be charged with errors by an examiner who is himself misinformed by a standard authority, standard so far as official adoption for the schools can make it so.

A Weather Record and How to Keep It.

MISS ORA BORING, PALO ALTO HIGH SCHOOL.

The keeping of a weather record affords a most fruitful beginning for nature study in the intermediate or grammar grades. The children in these grades reach out in their ideas and interests beyond the plant life and the animal life which have hitherto held their main attention in nature. They are interested in the physical forces which they see in action in the phenomenon of nature, and in the inventions in use around them. Study of these phenomena affords them opportunity to use in their school work the mass of facts about force and matter which they have already acquired in their own experience in play and in work. It gives also a preparation for larger and more systematic study of plants and animals and other branches of science work, which they take up later in their course.

A new point of departure is a great need of the children entering the intermediate grades, and this can be secured by direct study of the evident facts of meteorology and physics, and even of chemistry and astronomy. It increases the self-respect and stimulates the activity of the children to find themselves dealing directly with the facts of these dignified sciences. For pupils who leave school early, never reaching the High School, the work is all the more valuable at this time.

It is not claimed that the keeping of a weather record and the study of its data alone, will cover much of the ground indicated. The weather record affords a point of departure from which will lead directly and inevitably

many lines. The imperious questions put by the record will demand experiments with air, water, thermometer and barometer.

The observations of the sun's course in the sky and of the noon shadow, which should be carried on at the same time, will draw the class into the study of the magnetic needle, the earth a magnet with its north and south poles, the meaning of latitude and longitude, the sun's influence on the earth, the great ocean and air currents, and into further topics if there be time enongh to consider them.

While such studies in these grades cannot be very far-reaching, they can be approximately accurate as far as they go, and as searching as the class interest warrants. Any teacher who starts out on this line will be surprised to see how far children of twelve push these subjects, and how critical their judgment can be.

The facts observed in a weather record are always available and always clearly evident. No preparation of specimens, nor careful tending, nor minute examination are necessary. Without these labors, careful observation and accurate record are possible. The record can be continued as long as desirable. General results of value can be obtained thru the study of the records, and such study will prove interesting and valuable to both teacher and class,—even if it go no further than this. The necessity for both individual and coöperative action is one of the excellent features of the work.

The data to be recorded daily should be selected with reference to the age and powers of the children making the observations. This extract from a child's record will show the details of the one used in the study from which the generalizations presented in this paper were gathered. For older pupils more frequent records of temperature should be made—should have been made here. The phases of the moon, too, should be recorded and a column for miscellaneous meteorological phenomena, as the occurrence of rainbows, character of sunset, clearing of sky, wet or dry moon, should be added (or substituted for the column of interesting event) and used as tests of the truth of familiar weather proverbs, as "Red in the morning gives sailors warning, Red at night sailor's delight."

As an illustration of what may be done in this way, I will present a review of an actual study of such a record and its train of consequences. This study, it should be said, is not presented as showing a thorough going and careful piece of work, but as suggestive of possibilities, and as evidence that the execution of even so simple and more or less adventitious a plan has some value.

School session 9–12¼, 3 grades, 15 childreu. Teacher a student with no spare time.

The observations were made at Palo Alto, Cal., by a class of five children whose average age was about twelve years. The weather record covers the time between October 1, 1896, and January 30, 1897. The sun record covers the time between September 20, 1896, and May 21, 1897. Explain.

This work was correlated with observations of certain outdoor plants and the birds of the season.

The copy of the weather record for the second week of November shows the weather conditions noted.

A careful record was kept for the months of October, November, December and January. In February the record — given at his request to a younger pupil — proved unreliable and the interest of the subject was lost. After a study of the several previous records for the purpose of reaching, if possible, some general conclusions, the subject was dropped, and the time given to the now rapidly growing plants, birds, and insects.

As the observations were made but once a day at 9 A. M., they did not yield much in the way of conclusions; but this in itself was a valuable lesson, and the review of the details was not without its value.

The average temperature at 9 A. M. for October was 57 degrees Fahrenheit; November, 53 degrees; December, 44¾ degrees; January, 38 degrees.

The wind was most often registered as variable and gentle, with a general direction of northeast, east or north. Later in the day it was west or northwest.

The dew record was most perplexing. The grass was always wet early in the morning, but often it was impossible to say whether it was wet from dew or from fog.

The first rain was on November 10. There were six rainy school days in November, one in December and one in January. There were other rains on Saturdays and Sundays in January.

Just one-third of the mornings were perfectly clear, though most of the days were sunny.

The longest day in the term was May 21, which was fourteen hours and eleven minutes long; the shortest was December 18, which was nine hours and eleven minutes long. School closing on this day, the winter solstice was not recorded. Observation was begun after the autumnal eqinox, and the Easter vacation caused the spring equinox to be overlooked. These omissions caused great regret.

The times of sunrise and sunset were taken from the almanac and the length of the day found by calculation. This record of the lengthening or shortening days was found to agree with the record of the growing or declining noon-shadow on the sun-marker.

In general, as to this season, it was found (first) that the mornings were cloudy or foggy, the rain scant (though the first fall was rather early in the season), and the frost early and frequent; (second) that January was the coldest month, the temperature twice registering 32 degrees Farenheit and the average being 38 degrees—the lowest temperature reached in December. It was concluded that the nine o'clock wind was a land breeze.

Combining the weather records and sun records, it was seen that the cold of winter occurred during the sun's short course across the sky, and that this was caused by the earth's changing to a higher position in the sky or the sun to a lower position.

This, it was agreed, was proof of the statement that the sun's change of position relative to the earth caused the winter season.

The pupil who did most of the work with the sun markings wrote up her

work quite fully. The following are her contributions to the school magazine for the number of November and March:

THE SUN, NOVEMBER 8, 1896.

We have been watching the sun since the middle of September and have been marking the noon shadow. We have a little strip of wood four inches long and two inches wide. At one end there is erected a strip of wood two inches high and the same width. We call it our sun-marker.

We put the compass on the window sill just at noon and turn it just twenty degrees east of north.* We then turn the sun-marker parallel with the little arrow which then turns to the true north and south. We then draw a line where the shadow ends. We have done it four times and find that the shadow grows longer every time. The first time we measured it, it was September twenty-fifth, the second time it was October fifth, the third time it was October thirteenth, the fourth time it was November fourth. Between September twenty-fifth and October thirteenth it grew three-sixteenths of an inch. Between October thirteenth and November fourth it grew three-fourths of an inch.

We have been standing at a certain place each evening and watching the sun go down. We found that it went down farther south every evening. We also, by the same way, found that it rose farther south. We found by the almanac that it rose later and set earlier, and by watching it, that it dinn't go so high in the sky. Therefore the days are getting shorter and colder.

RUTH H. GILBERT.

*It was found later that our variation was less than twenty degrees.

THE SUN, APRIL 1, 1897.

On our marker the longest shadow we marked was on December 24, 1896. We know that the shortest day was on December 21st, 1896, hut we were not here that day to mark the shadow. (1898).

In the October number of this magazine there was an article on our observations of our sun; since then we have marked the shadow at irregular intervals.

The shadow to-day, the 1st of April, is one and a fourth inches long. It is about one-fourth of an inch shorter than the shadow was on the 25th of September.

We have been watching the sun rise and set behind three trees, Prof. Smith's, Prof. Marx's and the Castilleja tree, they are all in a row. Prof. Smith's tree is the farthest north and the Castilleja tree the farthest south.

In October I saw the sun set behind Prof. Smith's and Prof. Marx's tree. In November I saw it set nearly over Prof. Marx's tree. In December I saw it was just above the middle of the Castilleja tree. In February it had come back to Prof. Marx's tree, and now, the 1st of April, it sets above the middle of Prof. Smith's tree.

The day is twelve hours and forty-one minutes long.

Until December 21 the sun moved south and after that it moved hack to the north.

RUTH H. GILBERT, April 1st, 1897.

These observations led to numerous other studies. The magnetic needle, the earth a magnet, the discovery of the north magnetic pole, the compass, differences in time, the meaning of latitude and longitude, the influences of the sun upon the earth, were all subjects of investigation and discussion.

The various computations of time, temperature, latitude and longitude, gave considerable training in careful mathematical work.

This work gave these children training in careful observation and practice in thoughtful discussion and comparison of individual observations; it caused them to realize, in a measure, the value of conscientious and immedi-

ate record of observations, and brought them into possession of a certain amount of knowledge; but its most valuable results were the training in active, disinterested coöperation of effort and the leading into a deeper and more extended enjoyment of the "great, wide, beautiful, wonderful world."

Any teacher who will try this line of work faithfully will be fully rewarded by the results that must inevitably follow. In the hope that there may be some here who will see the value of this course, and especially its suitability to the scanty menu offered the children of the fifth and sixth grades of the public schools, I have brought some of the original work of the children and a list of most excellent and really fascinating books for reference.

Advantages and Disadvantages.*

BY ELBERT HUBBARD.

What are called "disadvantages" in the life of a child are often its advantages. And on the other hand "advantages" are often disadvantages of a most serious sort.

To be born in the country, of poor parents, is no disadvantage. The strong men in every American city — the men who are at the heads of the great financial institutions; the men who can do things; the men like James J. Hill, Charles E. Perkins, Philip G. Armour, Norton G. Finney, C. C. Merrill, or the late Tom Potter, who gloried in difficulties, waxed strong in overcoming obstacles, and laughed at disaster — men who could build three miles of railroad a day, and cause prosperous cities to spring up where before were only swamps and jungle, barren plains or endless forest— these men were all country boys.

And it is but the tritest truism to say that the early life of industry and unceasing economy of time and things was the best possible preparation and education that these men could have had for doing a great work.

I once heard George M. Pullman tell how at ten years of age he used to cut wood so his mother could cook, help her wash the dishes and sweep, carry water for her to do the washing, and assist her in hanging out the clothes. In a year or two more he planted the garden, knew all kinds of vegetable seeds on sight, knew every forest tree that grew in western New York, and could distinguish between the qualities of the wood. At seventeen he helped his father move houses and barns, and dig wells and construct church steeples. That is to say, he was getting an education — learning to do things in the best way. He was developing physique, and also building character and making soul fibre; he was learning to make plans and execute them, think for himself, and be strong and self-reliant. Yet he didn't know it at the time, and later regretted his lack of education and absence of opportunity. Two of these Pullman boys evolved into most extraordinary men, but George M. Pullman was always a little too busy to be a philosopher; in spite of his mighty grasp on practical things, he failed to perceive that he was a product of the "unkind conditions" of his boyhood. He plumed himself on overcoming great difficulties; in after dinner confi-

*Reprinted from "Journal of Education" by request of Hon. Thos. J. Kirk, Superintendent of Public Instruction.

dences he occasionally recited the great things he had done and compared them to the still greater things he might have done "if he had only had a chance."

Possibly George M. Pullman knew down deep in his heart that he had received the very best possible training for his life work; but that quality in self-made men which causes them to want all the credit for the job blinded him to a great degree to the truth. Hence we find him protecting his own sons from the blessings that had been his. Instead of having his boys brought up to do things, he had servants who cheated them out of all that round of daily duties which had made him strong. He had tutors who taught them things out of books and gave them advice.

Pullman's boys are without even a trace of that decision and strength that made their father famous. George M. Pullman could operate a great industry, but he could not bring up a family. In handling the boy-problem he proved a miserable failure.

The method pursued by George M. Pullman in educating his boys is the plan pursued by most rich men. All that they gain for the world is lost again in their children.

So sternly true is this that Dr. Edward Everett Hale, a graduate of Harvard, has said, "If you should take twelve prize-medal men from Harvard and put them on a sinking ship, they would all drown through inability to construct a raft."

The mole-blind pedagogues were quite willing to keep on stuffing boys with impressions, not knowing that the number of impressions a boy can hold is limited. We grow through expression, and the large colleges, even yet, afford a very imperfect means for expression—all is impression and repression.

But to-day we find a few of the highest type of teachers making a bold stand for a natural method of education. That is, they recognize that the education which George M. Pullman received was a better, wiser, and safer education than the education which George M. Pullman gave to his boys.

Last week I visited the John Dewey school of Chicago, and there I saw them doing for the children, with carefully prepared intent, doing just what fate, poverty, and "unkind conditions" did for George M. Pullman.

John Dewey, the head of the Dewey school, is a pupil of that noted psychologist and thoroughly sane man, Dr. Stanley Hall, and the cry of Dr. Hall is "back to nature."

At the Dewey school they try to teach children just as a kind, intelligent, and loving mother would teach her children if she lived away off forty miles from nowhere and had an income of three hundred dollars a year to support a family of nine.

Nothing interests us save as it comes home to us as a personal issue. And in visiting the Dewey school I unconsciously compared it with my own early lack of instruction.

When I was fifteen years of age I could break wild horses to a saddle or harness, and teach kicking cows to stand quietly while they were being

milked. I could fell trees and drop the tree in any direction desired; I knew the relative value of all native woods; appreciated the difference in soil, grains, fruits, and simple minerals. I could use the draw-shave, adz, axe, broad-axe, cross-cut saw, sickle, and cradle. I could make a figure-four trap, an axe-helve, a neck-yoke, ox-yoke, whiffle-trees, clevis, and braid an eight-strand cattle whip. We used to mend our harness on rainy days, and I could make a wax-end and thread it with a bristle, and use a brad-awl I knew how to construct an ash-leach, and to make soft soap, apple butter, and pumpkin pies.

I knew on sight and had names for a score or more of birds, and had a good idea of the habits of squirrels, skunks, wolves, and the fishes that swam in the creeks. I knew how to cure hams, shoulders, and side-meat; to pickle beef, and cover apples with straw and earth so they would keep in safety through the most severe winter, and open up in the spring fresh and valuable.

Of course my knowledge was not of scientific order, and I could not have explained it to any other because I never knew I had it. It all came along easily, naturally, and as a matter of course. It would be absurd to say that I was an expert worker in all the lines I have mentioned, but I was familiar with the process, and could do things with my hands all in my own crude way, just as I daily saw my father and the neighbors do theirs.

And so when I was at this experimental school of the Chicago University and saw the same curriculum being worked out that I had known in youth, I could not but smile. Professor John Dewey, with his costly apparatus and heavy endowment, is merely trying to overcome the "advantages" of civilization.

They have no wild horses and kicking cows in the Dewey school, but they teach children to make things out of wood, iron, and cloth. They are taught to measure, weigh, and compare and decide. They wash dishes and put things away in a neat and orderly manner. They are taught the nature of wool, cotton, and flax, and are shown how to weave, dye, and construct. They learn without knowing when or how they learn. The repression and discipline that one feels in many schools is removed, and there is an air of freedom in the place that is very helpful. It's a curious experiment, this back to nature—but in the line of truth.

The success of an individual is usually damnation for his children. Luxury enervates and kills, and this is the reason that the race has made such slow and painful progress. All one generation gains is lost in the next. The great nations have died from off the earth simply because they succeeded. The grandeur that was Greece and the glory that was Rome are but names written in water. The splendor of Spain and Italy are crumbling into dust. Whether France and England have not expressed their best is a question—nations, like families, die the death because they win.

Institutions similar to the Dewey school are attempts to hold the ground once gained, and as such they should command the earnest consideration and respect of every man who knows history and who realizes that the pro-

gress of civilization has been only a repetition of the labor of Sisyphus.

We grow strong through doing things. And when one generation comes into possession of the material good that the former generation has gained, and makes the fool remark, "I don't want to work," it straightway is stepping on the chute that gives it a slide to Avernus. and then all has to be done over again.

I expect to see the day when school teachers will not be supplied a beautiful scarcity of everything but hard work.

I expect to see the day when no school teacher will have more than twenty pupils.

I expect to see the day when the honors and compensation of school teaching will command the services of the strongest and best men and women in every community.

I expect to see the day when the conversational method will be supreme, and teaching will be done practically without books,—by object lessons, thinking things out and doing things.

I expect to see the day when overwrought nerves in the teacher or pupil will be unknown, for joy will take the place of anxiety, and all the bugaboo of examinations will be consigned to limbo.

The evolution even now is at work, and the time is ripe. The touches of beauty seen in all schoolrooms, and the reaching out for harmony are not in vain. These things are bearing fruit.

This is the richest country the world has ever known. We are loaning money to Europe—and ideas, too. We spend in America for the support of our public schools a scant two hundred million dollars a year. Yet we raise a like sum for war and fighting machines, and the tax is so light compared with our resources that only faint murmurs are heard.

Now suppose that we awake to the truth that war is waste, and worse,—that we stand in no danger and need few soldiers, and that we had better educate our boys and girls at home than indulge in doubtful old world experiments—then what? Why, we'll reduce our fighting force and use the money to increase the efficiency of our teaching force. We will let children grow strong and unfold through doing things, and talking about them as they do them, and pupils and teachers will grow strong together. We will do away with truancy, trampism, hoodlumism, and lesser crime by nine-tenths. We will not suppress bad or restless boys, we will divert them and direct their energies into paths of usefulness.

And the day is coming. For these thoughts are not my thoughts. They are in the hearts of thousands in every city, town, hamlet and village—east or west, north or south—it's just God's truth. And when enough people arrive at truth, and realize that every day is Judgment Day, and the important place is here and the time is now, then we will work for a present good, and educate, not kill; love, not hate; and the men and women who educate most and best, shall be honored most.

The dawn is in the East.

The Documents in the Case.

Letters in Reference to the Resignations of Dr. Howard and Prof. Hudson of Stanford University.

STANFORD UNIVERSITY, CAL.
January 10, 1901.

Prof. George E. Howard, Stanford University:—

DEAR SIR:

After the dismisal of Professor Ross by the authorities of this University you took occasion to make certain remarks before your class, criticising the action and motives of the management of the University. These remarks, as reported in the newspapers and credited in university circles, were, in the nature of the accusations, unjust and, in the method of their presentation, discourteous to the University management. I have waited a reasonable time in the hope that reflection would enable you to see that some explanation and apology were desirable. Failing to hear from you, I now deem it my duty to request you to make satisfactory apology for this breach of courtesy and to give such assurances of your attitude toward the management of the University as will guarantee a proper harmonious relation in the future. Failing in this, it is my request that you at once tender your resignation, to take effect at the end of the current year, or sooner, should your feelings in the matter prevent harmonious co-operation until that time.

Very truly yours,

DAVID S. JORDAN, President.

STANFORD UNIVERSITY, CAL.
January 12, 1901.

President David S. Jordan, Stanford University:—

DEAR SIR:

In self-defence, I am forced to reply to several charges and statements contained in your letter asking my resignation. On the day following the publication of Dr. Ross' dismissal by the authorities of the University, I spoke to my class in French Revolution on the subject of "Commercial Absolutism and the Place of the Teacher in the Discussion of Social Questions." The address was as earnest a protest against interference with academic freedom as I was capable of making. There was absolutely no discourteous reference to the President nor the founder, although in the discussion of the general theme there was involved a strong disapproval of their action. I do not believe that any fair-minded person who heard me will say that my remarks were discourteous in the method of presentation or unjust in their content. In the address I referred to the motives and influences which have caused the restriction of free speech in various institutions of the country. But so far as the motives and influences governing the recent action were mentioned, directly or by implication, they were those assigned in the published statement of Dr. Ross and sustained by the substance of your conversation with me on the evening of the day on which that statement appeared.

I am obliged to refer to another passage in your letter. You will scarcely fail to recall the fact, that since my address before the class in French Revolution you have asked me to remain in the University and repeatedly said that you did not wish me to resign. On November 20th, when our last conversation regarding the Ross incident occurred, you said positively that you should not ask my resiguation unless Mrs. Stanford demanded it. How, then, could you have been hoping for an apology? I have no apology to offer. My conscience is clear in this matter. What I have said I have said, as I believe, in the cause of individual justice and academic

liberty. Therefore, in response to your demand, I tender you my resignation, to take effect at your pleasure. An immediate answer will oblige,

Very truly yours,
GEORGE E. HOWARD.

STANFORD UNIVERSITY, CAL.,
January 13, 1901.

Prof. George E. Howard, Stanford University:—

DEAR SIR:

Your letter of the 12th inst., tendering your resignation as Professor of History in the Leland Stanford Junior University, is duly received. I accept your resignation, to take effect at a date to be determined by you in accordance with the concluding words of my letter of the 10th inst. These words are: "Failing this, I request you to tender your resignation to take effect at the end of the current year, or sooner should your feelings in the matter prevent harmonious co-operation until that time." I shall be glad to know your further wish in the matter, and it may be communicated to Vice-President Branner, who is Acting President with full powers in my absence.

Very truly yours,
(Signed) DAVID S. JORDAN, President.

Pacific Grove, Cal.

STANFORD UNIVERSITY, CAL.,
January 14, 1901.

President David S. Jordan, Stanford University:—

DEAR SIR:

Your letter accepting my resignation is received. Of course, I am well aware that the rights of the large number of students now registered in my classes are involved in fixing the time of my resignation. Therefore, since I am being dismissed from a life position on the alleged ground of discourtesy to the authorities of the University, it seemed to me but fair that you should take the responsibility of saying whether I should remain to the end of the year. You decline to take that responsibility, and so leave me but one safe and dignified course.

I should have been willing to remain to the close of the year for the sake of my students, could I have felt sure that by "harmonious co-operation" you mean a faithful and free performance of academic duty according to the spirit of the original implied contract under which I have thus far labored. I have not changed my attitude towards the University nor towards my professonial duties. I am only protesting against revolutionary proceedings. The vital point of the whole present incident is a question of free speech. Therefore I am not willing to pledge myself in advance to abide by the uncertain interpretation of the ambiguous phrase, " should your feelings in the matter prevent harmonious co-operation until that time." Hence I wish my resignation to take effect at once.

Very truly yours,
GEORGE E. HOWARD.

STANFORD UNIVERSITY CAL.,
January 15, 1901.

President Jordan:—

DEAR SIR:

For more than a year I have, for personal reasons, contemplated severing my connection with Stanford University. Recent events now precipitate my decision to do so. As you are well aware, I was from the first in strongest opposition to the new policy of the University inaugurated in the dismissal of Dr. Ross—a policy destructive of those first principles of academic freedom upon which, as you have repeatedly said, the University was originally founded. Ever since the occurrence of that

incident, I have seriously doubted whether it would be possible for me, consistently with my opinions, to retain my position in this faculty. But now that, in further pursuance of such position you have seen fit to demand the resignation of a man whom you yourself, in common with all who have known him, have long regarded as one of our ablest scholars and noblest teachers, for no other reason than that furnished by his just condemnation of the action of the University authorities — now that, in this way, you have clearly shown that it is the intention of the University to inhabit fair criticism of its methods no less than frank discussion of public affairs; no doubt is left in my mind as to my course. Whatever plans I might otherwise have made, I cannot under existing circumstances continue to hold my chair. I therefore tender you my resignation, to take effect at your pleasure.

Faithfully yours,

(Signed) WILLIAM HENRY HUDSON.

STANFORD UNIVERSITY, Cal., January 15, 1901

President Jordan:—

DEAR SIR:

Ever since the dismissal of Dr Ross, against your protest, for expressing, in the discussion of public questions, opinions displeasing to Mrs. Stanford, I have considered whether I, who hold similar opinions, could be willing to remain in the faculty of Stanford University. Your recent call for the resignation of a man whose ability and independence of character I have admired for twenty years because he uttered in a form courteous to you and to Mrs Stanford, condemnation of a policy destructive of the academic freedom in which you profess to believe, put an instant end to my indecision. I hereby resign my chair as Professor of Mathematics in Leland Stanford Jr. University, to take effect at your convenience.

Sincerely yours,

C. N. LITTLE.

The following reply was sent by Dr. Branner in answer to Professor Hudson's letter of resignation, and one similarly worded was sent to Professor Little:

STANFORD UNIVERSITY, CAL., January 15, 1901.

Prof. William H. Hudson, Stanford University:—

DEAR SIR:

Your resignation as Professor of English Literature in Leland Stanford Jr. University addressed to President Jordan, has been handed to me as Acting President. Waiving the question of the validity of the reasons you put forward for your action, I hereby accept your resignation, to take immediate effect.

Very truly yours,

J. C. BRANNER, Acting President.

RESOLVE.

To keep my health!
To do my work!
To live!
To see to it I grow and gain and give!
Never to look behind me for an hour!
To wait in weakness, and to walk in power;
But always fronting onward to the light,
Always and always facing toward the right;
Robbed, starved, defeated, fallen, wide astray —
On, with what strength I have!
Back to the way! —*Charlotte Perkins Stetson.*

Current Educational Thought.

AGREEABLENESS AND DISCIPLINE IN EDUCATION.

Seth Low in "New York Evening Post."

President Low, in addressing the assembled Columbia freshmen the other day, appears to have risen above the conventional amiability for such occasions, and spoken salutary truth. Practical men, he said, in substance, assert that college life unfits a man for business, because "business is strenuous, and never gives second chances. College, on the other hand, is lenient, sometimes too lenient, and gives men second chances to repair first errors. The men, if they fail to pass one examination," he continued, "are given another." He felt that perhaps only one examination should be held, " in order to make college life more like that of the world."

It is no doubt true enough that college standards are deplorably lax when compared with those of work in the world. A bank will not "pass" a 50 per cent bookkeeper, who strikes a correct balance every day, nor will a patient retain the physician who must be "conditioned" on his first and second diagnosis, and is only half right on his third. If reform lay merely in getting more work out of the student, the problem would be a simple one: raise the passing mark, abolish " conditions," as President Low suggests, and the trick is done–done, that is, if you can find hard-hearted professors to maintain the new standards; which is another story. But the problem is less simple than this. It is well to make the student work harder than he now does, but it is better to make him work in a way not only to toughen his moral fibre, but also to develop intellectual alertness and flexibility. There is a general feeling abroad that the colleges are less successful than formerly in this work. In its present transition state between the traditional required studies and freely chosen electives, education has lost point of view, and with this lost also directness and simplicity of aim. Where the college fails today is less in producing keen practical intelligence fit for all work-a-day uses than in developing minds hospitable to the larger range of intellectual interests.

There is the fundamental fallacy in any system of education based solely on "the student's predilection," that the average student simply lacks true predilection. It shows the slightest first-hand knowledge of the schoolboy and the college man to suppose that, as a class, either has an intelligent preference of one study or another. To the boy of an older time, his studies often seemed an unmitigated evil; if the elective system has made them a "lesser evil" to the student of today, his real attitude towards his work and the teacher's paramount duty remain unchanged. That duty was and is to set his personal force, aided if it may be by his brilliancy and amiability, but in the last analysis his sheer personal force, against the student's ignorance and indifference.

The new science of pedagogy has brought some mystifications with its new methods, and has somewhat obscured in the minds of many teachers

his plain duty. Instead of prescribing the student's task, we now let him choose it from a list. Because he chooses it, it is none the less a task and the teacher a taskmaster. This is his burden, and his glory as well; for it is the intelligently imposed task honestly expected of the student that brings out the man in him. While we should be sorry to see the undergraduate in his glad careless time brought under that remorseless strain of business life which comes soon and sharply enough to all, we believe firmly that education must not abandon the old diciplinary ideals. An education that substitutes "by your leave" for "thou must" will hardly train for business or for life.

SHOULD WOMAN'S EDUCATION DIFFER FROM MAN'S?

By Pres. Charles F. Thwing in February "Forum."

The content of education, therefore, should be educative for both men and women, and not, to use the word which Edward Rowland Sill uses, "occupative." The occupative element too often displaces the educative. Let the educative prepare for the occupative. Let not the woman while in college be concerned much with her future occupation, whatever it may be. Let not the man while in college be concerned immediately, but only mediately, with his occupation. The first concern of each is education.

On this ground, therefore, I should like to say that in practice I should not like to have a woman select courses in domestic science, for usually these courses do not *find* her. Let not the college laboratory be turned into a kitchen. Also, I should say, let no college girl select the lighter courses of the curriculum, the merely cultural or social courses, for they do not usually *find* her. Let not the classroom be turned into the parlor. I would not have the college man take courses in psychology on the ground that some time he may be a father. Do not turn the lecture room or the laboratory into a nursery. Let women and men be trained in those studies which train them to think, which will give them the power of appreciation, and make them righteous. When they are thoroughly trained to think, to appreciate, and to do right, and when, having these qualities, they are called upon to go into the kitchen, I am sure they will apply their power of thought to the solution of the problems of the kitchen. Let them be trained to think, to appreciate, and to be righteous, and when they are called upon to train children I am sure that they will bear to this training the same essential elements.

The best lawyer is the student who never goes near the courts or the office until he has finished his course of studies in both the college and the law school. To think, is the lawyer's first duty. He will learn the technique of procedure and practice easily enough when he is called upon to take up procedure and practice. The best business man is not the graduate of the business college, or the business course of the high school, but the graduate of the classical course; for to think is the duty of the business man, and the power to think is best trained by the classical course of the high school or college. The business man will learn easily enough all the details

about business when its principles are mastered. Train the woman and the man to think, to appreciate, and to be righteous by such studies as will give the best training in thinking, appreciation, and righteousness. Train the man to think, to appreciate, and to do right by such studies as each believes will give him the best training in thinking, appreciation, and righteousness. Train the woman to think, to appreciate, and do right by such studies as each believes will give her the best training in thinking, appreciation, and righteousness. Then send each out to do his work, to live his life.

Yet, in doing this work and in living this life, there is a certain difference to be noted. According to the conditions of society, man is a getting animal, woman a spending animal. Although it is said that 17 per cent of our employés are women, yet it is to be said that 83 per cent are still men. Man's mind is fixed on earning, and on earning the largest amount; woman's to distributing, and to distributing the wisest. Man makes the fortune, great, small, or moderate; woman uses it — and may use it up! On account of this condition man may be fittingly trained in executive and administrative service, and woman in the knowledge of human society and of social and sociological relationships; but for both, the exact training of the sciences and the interpretative and broadening training of the humanities are of special worth.

Like a piece of music returns our question upon itself: Should the higher education of women differ from that of men? In condition, in method, in force, in the subject to be educated, in aim, and in content, the education of women and of men may be exactly alike; for each is human. But in these six respects the education of each may be unlike; for each is an individual. But the two types should not be unlike in their education on the ground that the one type is applied to the woman and the other type applied to the man; but the two types should be unlike because each member of the great part of humanity which we call "man" is an individual, and because each member of that great part of humanity which we call "woman" is an individual. As an individual every woman should adjust her education to these two conditions of forces: (1) to her native power, and (2) to her future work; and every man, as an individual, should adjust his education to the very same two forces or conditions, his native power and his future work. On this basis, of course, the education of every individual should differ from the education of every other individual.

SOME UNANSWERED RIDDLES OF SCIENCE.

Translated for the "Literary Digest."

For every question that science answers she asks two that are apparently unanswerable. As the limits of the known in nature are pushed farther and farther away, the sphere of the unknown beyond it expands still more rapidly so that he who looks for the riddles of science has not far to seek.

M. Gabriel Prévost states a few of them in *La Science Francaise* (Paris, December 21). He says:

In treating of unexplained phenomena, we have no hesitation in omitting all mention of those whose authenticity is in need of proof, such as those of hypnotism or animal magnetism. . . . But there are others, perfectly well established, that are nevertheless treated with magnificent disdain. This is a pity, for if we knew their laws we should be in a position to reproduce them at will for the greater profit both of science and of mankind. Everything leads us to believe that the causes of such phenomena are related to what is called the "infinitely little." . . . . .

For instance, it was a long time before we were able to explain why two varieties of beer, made with the same chemical elements, with the same vegetable substances, and under the same conditions of environment, should differ sensibly in quality according to the water used. When the water was analyzed, it was discovered that when it contained sulphate of lime, this substance had a special influence on the microbian fermentation. The cause having been found, the phenomenon could be reproduced at will.

We could fill several volumes with questions of this kind that remain to be solved. . . . The learned societies ought to promulgate a list of them every year; their pride, perhaps, would suffer, but science would gain much. We shall try to indicate a few of them:

Why, by importing Russian skins into France, by treating them by the same processes and using the same substances as in that country [Russia], can we not succeed in obtaining the qualities of solidity, permanence, and flexibility found in Russia leather? Is the difference between the two products due to the tanning, to the skins used, or to the temperature? When this 'infinitely little' has been discovered, we can make Russia leather as well at Limoges as in St. Petersburg.

Why is Chinese lacquer superior to all others, when in preparing it the same materials are used in the same way as elsewhere?

Why are the qualities of steel different, according to the water used for tempering it? Is the difference due to the temperature of the water, or to the vegetable or mineral substances that are held in suspension therein?

Why should a virus, inoculated in an animal, become more active for an animal of the same species if previously inoculated in an animal of a different species?

Why are most reptiles, even non-venomous ones, refractory to a very large number of toxic substances, vegetable and animal?

Why, instead of following a constant progression in their effects, do alternating currents, which cause death by asphyxia at 25,000 oscillations a second, become inoffensive beyond 20,000 oscillations a second?

Why is the horse, whose strength is greater than a man's, killed by an electric discharge that a man can bear?

Why does oxygen, which increases the activity of intraorganic combinations, impede them, on the contrary, when administered to excess?

Why can white-hot iron be handled with impunity, when red-hot burns? The so-called "spheroidal state" does not explain it, for the evaporation of the skin is equally rapid at both temperatures. . . . .

Why do the effects of theine and caffeine, which are composed of the same chemical elements, differ according to the temperament of individuals?

Why does dynamite explode in artillery caissons when the noise made by them gives the sound of upper *la?*

Here we stop, not because the questions have given out, but because we should never finish asking them. Conclusion: Let us verify all the facts and then direct our studies toward the "infinitely little."

THE NEGRO AND EDUCATION.

Kelly Miller in February "Forum."

Education has a larger function for a backward than forward race; and, therefore, it requires more of it for the former to accomplish a given result. To the one it mereley furnishes a key to an existing lock, while to the other it must supply both lock and key. The pupil who is already acquainted with the nature and conditions of a problem may need only a suggestion as to a lucky or skilful combination of parts in order to lead to its solution; whereas to one ignorant of the underlying facts and factors such a suggestion would be absolutely useless. It is for this reason that much of the information which the negro seems to possess is void of practical effect. If the negro has been intoxicated by the first shallow sip of knowledge, he needs the sobering influence of a larger draught.

Senator Tillman, of South Carolina, has recently said that the negro wears his education as a coat of paint, and that if you scratch him the savage will be revealed beneath the surface. The distinguished Carolinian can only claim originality for the picturesque and pointed form of statement of a prevaleut belief. Is it not true that our civilization at best is only a process of veneering? When we recall how the wild fury often breaks through the outer crust, venting itself in the murder, lynching, and torture of helpless victims, it is easy to see how near the surface the savage lies. It would be preposterous to suppose that a few years of schooling could do for the African what twenty centuries of cultivation has not done for the Aryan.

Even this admission on the part of the successor of John C. Calhoun is a valuable concession. At one time it would have been denied that this crude material could take on a coat of paint. One of the uses of paint is to hide the crudeness of the material of which it is applied. Who does not appreciate the value of this function? If the white man, then, is better able to hide the savage which survives in us all, it is only because he has undergone a deeper coat of painting. The remedy for the less fortunate negro is not in less paint, but in more.

PRESIDENT GILMAN AND THE MODERN UNIVERSITY.

Apropos of the recent retirement of President Gilman, of Johns Hopkins, the New York *Evening Post* says: "Where other men would have built handsome buildings, he sent north and south and across the water for a few great scholars, and set them to teaching in such quarters as lay nearest to hand. Early Hopkinsians, if not 'evil-entreated,' studied almost 'in caves, and the holes of the earth,' and in fact it is only of recent years that the University has been decently housed; but in each of these shabby rooms were the necessary books, and a great specialist with his disciples and coworkers. He proved, as *The Nation* said at the time, that the body of instructors was the real thing, and that you might have a university 'and a pretty good one, under a tent with a library of five hundred volumes kept in

soap-boxes.' You might have hunted over America in vain in the late '70's to find another such institution, and nothing has been more gratifying than the generous way in which the great universities which subsequently carried out President Gilman's idea, and carried it further than he, with small and shrinking resources, could do, have acknowledged his leadership in shaping the American university ideal. It was largely his work, in its direct and indirect effects, that gave American scholarship its citizen's rights in the academic world at large."

MANUAL TRAINING AND ART EDUCATION AS A PART OF ALL PUBLIC SCHOOL EDUCATION, FROM THE KINDERGARTEN THROUGH THE HIGH SCHOOL.

From Preliminary Report of Committee on American Industrial Education, "What Shall It Be?"

This we conceive to be the ideal method of introducing both manual and art training into the public schools. In two or three of the lower grades sloyd work and simple hand-tool work might be employed alike for both boys and girls. Free-hand drawing also should be taught alike to all, and this should develop into graduated exercises of simple art-designing, modeling, carving, water-color painting, carpet, wall-paper, and furniture patterns, etc. Elementary needle-work, cooking, and the methods of good plain housekeeping, can be taught successfully to girls of the seventh and eighth grades. If suitable manual work be distributed over the entire public school period it would occupy but a very small part of the average daily program, and all such work would come as a rest and a recreation from the intellectual tasks assigned, so that instead of being a hindrance it would, in fact, be a stimulus and a substantial help in the regular class work. The bringing of these exercises into the regular school course would serve also to hold vast numbers in the schools who now lose interest and drop out for all sorts of frivolous reasons which may be summed up in two words, "lost interest."

America is far behind Europe, and particulary France, in all matters pertaining to either fine or industrial art. The higest industrial rewards come for new labor-saving devices and for new art-industrial designs. In the former we lead the world, but in the latter we are far behind. Art can only thrive under conditions of general comprehension and appreciation. We need an art atmosphere. This requires time in which to educate the whole people along these lines, and to effect this the work must be done in public schools. Even such artists as we have find a scant support because the masses of the people cannot distinguish between good and poor art, and futhermore they care little for art either good or bad. We are coming to be the richest nation in the world and can well afford to enjoy the highest fruits of wealth, one of which is beautiful and æsthetic surroundings.

Whenever a teacher buys a work on pedagogy or subscribes to a good educational journal, he drives a big nail in the tenure of his position and puts a powerful lever under his salary.—*Florida School Exponent.*

FORESTS FIRST, MAN SECOND.*

Being a Plea and a Tribute by the Poet of the Sierras—Joaquin Miller.

From Sunset Magazine.

"And the Lord God planted a garden eastward in Eden wherein He caused to grow every tree that is pleasant to the sight and good for food."

Observe that the trees pleasant to the sight came first. Far back in the morning of the world, before man was, God planted a garden in which the beautiful, "pleasant to the sight," was preferred to the useful, that which is good for food. Yet man in his arrogant domain over the earth is ever ready to destroy that which is pleasant to the sight and set up in its place that which is good for food.

Man seems to think that the trees were made for man. The truth is man was made for the trees. The trees came in the order of creation on the third day, age or cycle, while man was left to the very last. Man was never thought of until long after the trees were in full glory. Long after, ages perhaps, after the planting of the garden eastward in Eden man was created. Man was created for the express purpose of taking care of the trees pleasant to the sight and good for food. He was placed "in the garden to tend it and to keep it" It looks as if man might have been quite forgotten had he not been needed to take care of the trees in "the garden eastward in Eden."

We are in the habit of calling this Pacific sea bank, this garden with its white wall of snow and world of trees pleasant to the sight, the new garden of Eden. Yet we fly right in the face of Holy Writ, God, Nature, and strip our garden and sell the garments of our good Mother Earth for gold.

There is nothing plainer in all the pages of the Bible than the truth, that man was made to tend and keep the trees. There is nothing truer in all the pages of history than that where man destroyed the trees he himself has been destroyed.

America owes ever so much to the Indians for their care and skill in forestry. But for the savage, so-called, we would have found but a barren waste along the Atlantic sea bank. One of the oldest books touching on American forests, in the British Museum, has this statement in quaint old English, that "the squats (squaws?) do in the moist St. Martin's summertime, when the leaves have fallen, set fire to the leaves, and so do not only prevent great fires in the dry season but they do burn away the underwood so that you may ride to the hounds as in an English park."

When the great American poet comes he will lift his face to the trees that are pleasant to the sight and sing as never sung man since the seers of old, who saw and knew the cedars of Lebanon.

Consider if you can the sublime, the simple, imperial dignity of a single great tree that is pleasant to the sight, and there is no tree great or small that is not pleasant to the sight; fronting the four winds of Heaven, sun or rain, flame or frost, lifting his arms in attitude of prayer through all the

*This article is suitable for reciting on Arbor Day.

centuries, drawing his shapely presence up and up and up, his thousands tons of weight. By what hard and terrible toil we may not know, but we must surely know that there can be no hard toil, no weighty work like the work of a great tree to climb up and up and up towards the sun through all the battling elements and to hold his place there, as if to prop the very porch of Heaven, the House of Him who caused "every tree to grow that is pleasant to the sight."

And when the great tree falls, observe that it is not in battle, not in storm, but in days of absolute calm and stillness. It is very strange, but only in days of calm can you hear the thunder of a falling King of the Sierras. And how he falls, an emperor to the last, silent as Cæsar.

BEATITUDES FOR TEACHERS.

By Hon. Henry Sabin.

1. Blessed is he who helpeth the little ones; he shall have peace in his day.

2. Blessed is he who loveth little children; he shall be held in everlasting remembrance.

3. Blessed is he who possesses faith, hope and patience; for him the rough places shall be made smooth and the crooked places straight.

4. Blessed is he who seeth the good which is in the wayward child; he shall find his reward in the life of a noble man.

5. Blessed is he who hath brains and knoweth how to use them; he hath the elements of growth within himself, and shall impart life to his scholars.

6. Blessed is he who knoweth good common sense when he seeth it; his praise shall be continually in the mouths of children and parents.

7. Blessed is he who knoweth the secret paths which lead to the conscience of the child; for him the gates of peace shall hang on golden hinges, and the ending of his life shall be like the ceasing of exquisite music.

THE TEACHER'S PROBLEMS.

By Jenkin Lloyd Jones.

The schools are comfronted with several problems which will be your privilege to solve. Children must be taught to play life's game fairly. Three great social distractions threaten the present time. First, the awful problem of sectarianism. Second, the bitterness of partnership. Third, the grievous and hurling lines of capital and labor. You will be called upon to work out the reconciliation between the avenue and the alley. It is your greatest mission to ameliorate the bitterness of sectarianism. Let the children understaud that the world is big enough and wide enough to hold Jew and Gentile, Catholic and Protestant, and that each has a duty to perform to humanity. One of the greatest menaces to our civilization is the blind partisanship of the voters in politics. The independent voter is the future hope of the republic. I ask you to take ethics into your school work. The call of the coming century will be to give the children a civic conscience and an understanding of their corporate responsibilities. You must aid in the adjustment of the relations between capital and labor, and an equitable distribution of the world's duties.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"With a cultivated mother the child has learned things before his schooling commences which will be an aid through all his schooling and all his career; with an ignorant mother's principles instilled into his receptive little brain, it will take all the years of study to undo this early teaching."

MRS. JANE L. STANFORD.

The Child Study Club met Friday, January 24th, at 1317 Octavia Street; Mrs. Hester Harland, president. A paper written by Eva D. Kellogg, and published in *Primary Education*, was read, and lead to interesting discussion of the topics mentioned therein. The paper was addressed to "Members of the Women's Club," and began: "First I would make sure that my little girl was a good healthy animal before I put her to school anywhere. Let her live as close to nature as you possible can manage. To bring up little children in city homes or boarding-houses is to cruelly rob them of their rightful inheritance."

Here an instance was given where the mother made sure that the child was a good healthy animal before putting her to school, and it soon outstripped those sent at an earlier age. It was also tho't that a child should be kept out of school until there was a strong desire to learn something. This was sure to come with mental and physical strength; where it is lacking, there is need of the cultivated mothers as referred to by Mrs. Jane L. Stanford in the quotation above.

Among the "Don'ts" we find: "Don't begin to teach your child her letters in the mistaken idea that you are helping her to read. If you really want to begin her education, teach her to use her eyes to see what Burroughs calls 'the fine print in nature.' Don't make your child feel that she cannot climb trees or fences, or coast down hill like a boy, because she happens to be a girl."

At this point several mothers felt encouraged in the belief that their daughters were not too hoidenish as was at first supposed. As to stories, "not too many fairy stories nor too many myths; let the temperament decide somewhat. If she is fanciful and imaginative, offset this tendency with the literal and practical; if she is prosaic and matter of fact, give her the poetic and imaginative: First, the kindergarten—a good one is the very gate to heaven; after that, the public schools of course. Do you shrink from the contact of a miscellaneous public school for your child? She is born into a miscellaneous world. She will get a standard of right and a power to discriminate and adapt that she can never acquire among the guarded few of a private school. If the teachers are not of the right kind, then it is the duty of an organized body of earnest, intelligent mothers to agitate the matter until they are. Don't be inconsistent enough to trust the formation of the character of your child to teachers whom you refuse to

recognize socially. When your little girl reaches the age of twelve or thirteen, give her your most careful consideration."

A careful mother present tho't it very important that children be not allowed to attend a mixed school at this age, but the objection was overruled, the president and most all present being of the opinion that it was best to take them thru as they began, or in case the child is restless, nervous, capricious and inexplainable to herself, take her from school. Give her over to freedom and nature again, as suggested by Mrs. K.: "Any sensible measure concerning the schools which a club composed of the best women in the community would launch and tactfully push forward, would not fail. When enough influential mothers unite in a protest against the wrongs in our present school curriculum, these wrongs will be righted."

The rest of the paper is devoted to "our little girl after she has grown up." "Send her to a 'co-ed', or a college university. Preparation for wifehood and motherhood is entirely left out of the college curriculum for girls. Some day—that blessed some day—a college course for girls may come to mean first the science of health."

Mrs. Fairchild, of the Golden Gate school was present at this meeting and took a pleasant part in the discussion. When the question of having a school for boys and one for girls came up, she very promply replied: "Well, when it is decided to have all boys in one family and all girls in another, we may consider it wise to have separate schools for boys and girls." A story was then told of two very nice families living in the same neighborhood. One decided to keep her children off the street and provide plenty of amusement and exercise in the home with *chosen* companions. The other one tho't her children would have more strength of character if given careful teaching in the home and allowed more freedom out of it. There is no question as to the result; but in either case there must be plenty of teaching.

SYMPATHY AND KINDLINESS.

When it comes to realize generally that severity and harshness are the result of poverty of intellect that fails to comprehend human nature, and that charity, sympathy, gentleness, good feeling, are the sure fruits not only of a kindly heart but of an educated brain, a long step will have been taken toward the increase of human welfare and happiness. Dull homes, sullen fathers, irritable, exciting mothers, the absence of mirth and joy, for how much estrangement and wrong doing these are to blame. In some houses there is a foolish idea that noise is an offense and that children must be silent. Then the whole scheme of parental training seems to be a negation, a refusal. In such an atmosphere talent dies, generosity is frozen in the heart, joy perishes, obedience ceases to be a privilege.

So many parents habitually say "no." "May we blow soap bubbles?" say the children. "No," says the mother, promptly. "May we go into the yard and play?" "On no account," the father declares. "What can we do then?" "Sit still and read, improve your minds, get your education, but at any rate keep quiet." Ennui, disgust and rage devour the child who is thus

repressed. All that is sullen and unlovely in him comes to the surface. He suspects that he is not loved, his pride is injured, and he naturally thinks with irritation of those who have injured it. True, parents are often fatigued and worried, but quite as often this unintentional injustice to their children arises from a sort of mental indolence.

A little boy came home from school very hungry. "I do wish I could have something to eat," he said. His mother, busy with callers, said, "I don't think there's a thing for you, Karl. It's all nonsense, any way, this nibbling all the time between meals." Soon infloated the voice of his little friend, offering sympathy: "You'd better come and have part of my mamma with me. When I come home she says, 'Bless my soul, I guess my boy's hungry! If he'll tag me he'll get a glass of milk and a cookie.' Some mammas has more sense than other mammas. They're born so, I guess." And another boy soon enjoyed the right sort of small banquet.

A mother who recently moved to the country, taking up a claim in a thick woodland, and sending her seven-year-old boy to a school three-quarters of a mile distant,, through the unbroken woods; had the trees along the path placarded at a distance of every hundred feet with little legends of this sort: "Dear boy, Hal, this is the path home," "Come right up this little hill dear fellow," "Now you turn here and come on," "Hurry up, you dear rascal," "Don't be late for dinner," "Mamma's waiting for you," "Just a bit more and you are—" "Home!" The last notification brought him to the clearing and the sight of the little house. So, all the way along the woods the little child was coaxed, guided, cheered with love-messages. What wonder that his feet refused to stray from the beaten path till home was actually reached?—*Exchange.*

A TEACHER'S EXPERIMENT.

By Emily Boggis.

It was near the close of the winter term. The children had finished their course of study and were reviewing. At this time it is always difficult to keep up the interest. The days drag, both teacher and pupils are weary, and discipline is not easily maintained.

In the back seat sat a boy about fourteen years of age, tall, awkward, and ungainly. His one redeeming feature was a pair of beautiful black eyes sparkling with intelligence.

He had come to me with an unenviable record. In one building he was deemed incorrigible. His former teacher in our building had considered it necessary to resort to corporal punishment, and it was with fear and trembling that I had enrolled him as a member of my class at the beginning of the term.

For days he would be industrious and trustworthy. He possessed however, an ungovernable temper, and when this was aroused, sometimes by the most trivial act, he would be sullen for weeks and do little or no work. For

sometime he had been in this mood, and when spoken to was inclined to be impertinent. I felt that something must be done, and, believing in the inherent manliness of the boy, I determined to appeal to that and wait the result.

I told him that, until he was willing to acknowledge to me his ungentlemanliness, and promise to do better, it would be impossible for me to consider him a member of the class. I said, "You may do whatever you wish that does not disturb the other pupils, but, of course, I cannot call on you for any recitations or correct any of your work."

At first he considered this a rather good joke. He wandered from his desk to the cloak room and back again, read books from our library, and appeared to be enjoying himself. I paid no attention to him whatever.

The boy was not a brilliant scholar, and I was anxious to have him make his grade. This I knew would be impossible if he missed many of his lessons, and I wondered whether my plan was a good one.

By the next day the novelty had worn off and it began to be rather tiresome for him. In class he would sometimes raise his hand, but I did not see it. Then he would get sullen, make a noise with his books, in fact do anything he could to attract attention. Seeing that this had no effect upon me he would again take refuge in reading.

On the third day I noticed he was very uneasy. I saw that he wanted to make matters right, but did not feel like urging him to do so. Hoping to make it easier for him I asked him to remain after school. I said to him, "Glen, you know you haven't been doing right lately, don't you?" He looked down, his eyes full of tears, and said in a low voice, "Yes, ma'am.

"Can't you tell me all about it and let us settle the matter before you go home?"

He shook his head and I had to let him go. Before he left I told him that if he found it impossible to say what he wished, he might write it instead.

For several days this state of affairs continued. At times I could see he was on the verge of confession; then the old sullen light would come into his eyes and he would go away without speaking to me.

The boy had no help at home. His mother was dead. He and a younger brother did what little housekeeping was done, and spent the remainder of the time on the streets.

There was now only one day before vacation. I felt I could not let him go feeling as he did, particularly as I did not intend teaching the following term, and would have no opportunity of seeing him again. So I made one more attempt.

I was standing in the hall. He had lingered, as was his custom, after the other children had gone home. As he came into the hall I stopped him and said: "Glen, are you going away tomorrow without making this matter right? You know what you ought to do. I would help you if I could, but this is a battle you must fight for yourself. I wish I could make it easier

for you. You *will* gain the victory, won't you? You know I told you that you might write what you had to say."

For a moment he waited. His whole frame shook with suppressed feeling; then he looked up into my face and said, "I'll do it now." Like a flash he was back in the room. After a few minutes he came into the hall, victory stamped upon every line of his face. We shook hands and he went away with a light heart.

On my desk I found a small piece of paper with just a few lines written upon it in Glen's handwriting. As I read his manly confession and noble purpose I felt that my plan had been a success.

Teachers' Certificates in California.

BY JAMES U. SMITH.

In September, 1899, Dr. Brown, head of the Department of Education at Berkeley, called the attention of his seminary class to the lack of definite information as to the number of certified teachers available for the schools of California, and suggested for the term's work of some member of the seminary, an investigation of this subject. After considering the importance of the work, I determined to attempt it.

The first problem, and one the solution of which was absolutely necessary, was that of getting the required data. These must come from the county school superintendents thruout the state. The problem was made more difficult by the fact that these superintendents receive many requests for data of various kinds from private sources, the greater part of which they are compelled to refuse; so great care had to be taken in the manner of presentation of our request so that none could very well refuse. Personal letters were sent by Dr. Brown to Mr. Kirk, Superintendent of Public Instruction, and to a number of county superintendents, asking for suggestions as to the best method of procedure. These letters were promptly answered. Mr. Kirk considered the matter of sufficient moment to warrant his sending from his office to all the county superintendents the following circular:

OFFICE of the STATE SUPERINTENDENT of PUBLIC INSTRUCTION.
SACRAMENTO, California, October 20, 1899.

Superintendents:— We have now reached the stage in our school progress in this State at which it is desirable to ascertain, as accurately as possible, just what are the results of our present methods for the certification of teachers; that is, how many certificates of the various kinds and grades are now in force, and on what bases they are granted. It is especially desirable to have this information in order that we may be able to discuss more intelligently the question whether or not any changes are desirable at this time in our present system, and if so, what sort of changes.

The main difficulty arises from the fact that many teachers hold certificates now in force in two or more counties. And for this reason the receipt from the counties of the mere numbers of the holders of the various kinds of certificates will not be sufficient. We see no other way than to get a complete list of the names of the holders themselves, classified according to the grades and kinds of their certificates, together with the bases on which these were granted. We may

then be able to strike out duplicates and arrive at a comparatively accurate statement of the present available force of certificated teachers in the State. The seminary in pedagogy at the University of California has undertaken, with the assistance of the superintendent of the State, to canvass this matter thoroughly and tabulate such results as can be arrived at.

You are accordingly requested to send to this office, at your earliest convenience, the following data for such use; and you are asked especially to give all names in full:

Names of holders of—

1. Life and Educational Diplomas of high school grade, recorded in county under section 1696, Pol. Code. (Indicate in each case the kind of diploma, whether life or educational.)
2. Certificates of the high school grade issued on credentials. (Name credentials in each case.)
3. Certificates of the high school grade issued on examination by county board.
4. Life and Educational Diplomas of grammar grade, recorded in county under section 1696, Pol. Code.
5. Normal Documents recorded in county under section 1503, Pol. Code.
6. Certificates of the grammar grade issued on credentials. (Name credentials in each case.)
7. Certificates of the grammar grade issued on examination by county board.
8. Special certificates. (Note subjects and bases of issue.)
9. Kindergarten certificates. (Note bases of issue of each also.)

Note.—Omit from above lists papers standing in names of deceased persons and persons known to have retired permanently from the business of teaching. Where one holds certificate of more than one grade, include his name in the list corresponding to his highest grade of certificate only.

In addition to the above, please answer the following questions:

10. *Number* of valid primary certificates in county.

11. How many vacant positions in your county have been filled, in the past twelve months, by new teachers, *i. e.*, by persons who had not taught in any public school in California during the year previous to their appointment?

Full returns in response to these inquiries should be sent to this office before November twentieth.

Respectfully,

THOS. J. KIRK,

State Superintendent of Public Instruction.

This circular was prepared with great care, our endeavor being to ask for such information as was really needed, and yet not overburden the superintendents with unnecessary labor, for we realized that, in some cases at least, this would be a very serious and lengthy piece of work. The result was gratifying. Reports were sent from all the counties, the last one coming in about five months after the sending out of the circular.

The next problem was to free the lists of duplicates. To do this the following method was adopted: The name of each certificate holder was written on a separate card, which had been printed, the number of the class of the certificate held by the person. When all the names from a county had been thus copied, the number of cards was compared with the number of names and if any difference occurred in these numbers the error was hunted up and corrected The cards were then stamped, each with the name of the county to which it

belonged, and set aside. When all the reports had been thus treated the cards were arranged alphabetically. The duplicates were thus thrown together and were then removed. This process being completed, the cards were divided again, this time according to number, *i. e.*, according to the class of certificate indicated. A count was then made of each class, with the following result:

1. Life Diplomas of high school grade	203.
(*a*) Educational Diplomas of high school grade	38.
2. Certificates of high school grade issued on credentials	734.
3. Certificate of high school grade issued on examination by county boards	204.
4. Life Diplomas of grammar grade	1,982.
(*a*) Educational Diplomas of grammar grade	799.
5. Normal School documents	437.
6. Certificates of grammar grade issued on credentials	3,465.
7. Certificates of grammar grade issued on examination by county boards	2,145.
8. Special certificates	345.
9. Kindergarten certificates	197.
10. Primary certificates	1,703.
Total,	12,252.

These figures differ somewhat from those given by Mr. Beattie in his article in the May, 1900, number of the WESTERN JOURNAL OF EDUCATION. The differences are probably due partly to the fact that the first count was made by the tally system before the cards had been separated according to class, and partly to the fact that I afterward discarded a considerable number as duplicates which had been overlooked at first. The reason the indexed cards were not separated into classes for that first count, was that at that time two of the counties had not yet reported. This meant that five or six hundred names were to be looked up in the list already made, and thrown out or counted as each was or was not found to be duplicated.

A Report on the Department of Music of the California Teachers' Association.

ESTELLE CARPENTER.

Chairman, Estelle Carpenter, Supervisor of Music, San Francisco.
Secretary, Emily Hodge, Supervisor of Music, Stockton.

The music section opened with a chorus from the Denman School, directed by Mr. A. L. Mann, the principal. We learned from this singing that children's voices are most beautiful when they are soft and high.

Dr. Edwin Starbuck, of Stanford University, described certain tests which had been made in the schools of San Jose.

From these tests it was found that the child is most susceptible to tones and half tones previous to the age of ten years; therefore, tone cultivation and singing is most important in the early years, for if the early period of childhood is passed over, without proper instruction and help along this line, the full power of tone perception that is possible to each child, cannot be reached.

"Essentials in Public School Music," by Miss Emily Hodge, Supervisor of Music, Stockton, brought forth that children should have simple songs, rythmical songs, motion songs, and later, the study of sight reading should be introduced.

Children should feel what they sing in order that they derive the full benefit of their songs, and that the personality of the teacher was a most important thing in the teaching of singing.

Miss Regan, of the Noe Valley School, touched especially upon the value of separating the monotones from the rest of the class and helping them individually. Out of a class of twenty-six monotones more than half have entirely disappeared.

Miss Jones, of the Agassiz School, advised that no children should be stopped in singing, that the majority of so-called monotones were simply undeveloped voices and ears. Just as a child learns to read and write and to recognize words and letters, so he must learn to recognize and produce tones. The use of motion songs were questioned, because the quality of voice suffered from the motions.

Miss Hodge, Supervisor of Music, Stockton, expressed belief that motions were beneficial to children, and that their voices seemed to soften quickly upon using motions in a Rockabye.

Miss Lennon, of the Chico Normal School, said that the right motion song was an expression of rhythm, and rhythm was the foundation of all music. In order to attain artistic effects rhythm must first be secured. Motions, the outcome of rhythm, was constantly to be used, for through them the rhythmical sense was insured. The rhythm must first be secured if we hope to build the artistic.

The session next day was opened by Dr. Elmer E. Brown, of Berkeley, on "Music and Educational Method."

"We are not going to get any educational value from music unless we get that palpable influence which makes for higher things. The first consideration is that pupils should come in contact with good models. That pupils should hear good music is one of the essential things in teaching music. It is very important that teachers should be acquainted with the great masterpieces.

"We must have some sort of music as a starting point, something that will take hold of those that know nothing of good music. Begin where your pupils are even if you go to 'Juniata,' but be sure and gradually lead them beyond, into the realm of real music.

"To add to the capacity of one's enjoyment of better things of life is certainly a part of education and it finds its greatest opportunity in music."

Dr. Van Liew, President of the Chico Normal School, spoke of "Music as a Social Factor."

"The value of music could not be overestimated. It touches all classes of individuals more than anything else. Rhythm and melody will produce a response in all classes and conditions of people. It is pre-eminently a social art. Music has something in it for all, because it rests primarily on instinctive traits in human nature.

"In the second place it is the only art in which crowds can participate. It has the power to reach down into the deepest emotions of one's nature. The feelings have a place in education and require to be cultivated. It is the purpose of music to cultivate these emotions along lines of common expression. There is no way so strong of cultivating the sentiments that need to be cultivated as through the medium of music."

Mr. Percy Dow, Supervisor of Music, Haywards, spoke of the child voice, dwelling particularly on the fact that soft singing and high singing surely developed the velvety quality of girl's and boy's voices. That in part singing the parts should not always be taken by the same voices. Boys should not always sing alto. That by keeping the voice high the danger of forcing the voice is lessened. That there is nothing so beautiful as the child voice if it is rightly developed. That by forcing the voice a great harm is done.

With the paper, "Music in Rural Districts and in Towns," by Mr. S. Mountz, Supervisor of Music, Fresno, closed the session.

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
ELMER E. BROWN, Prof. of the Theory and Prac. of Education, University of California, Berkeley.
MORRIS ELMER DAILEY.....President State Normal School, San Jose.
E. T. PIERCE.....President State Normal School, Los Angeles.
C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

POOR WORK NOT SUFFICIENT CAUSE OF DISMISSAL.

The failure of a pupil to do the work of a particular grade may be cause for dropping him to a lower grade, but such failure cannot be construed to be cause for compulsion or suspension from school, unless it can be shown that such failure results from disobedience.

BALANCE MAY BE USED TO PAY OUTSTANDING INDEBTEDNESS.

School Trustees may, under the provisions of Section 1621 of the Political Code, use any balance remaining in the County School Fund after the expenses of an eight-months' school have been paid for the purpose of improving the schoolhouse or for paying any outstanding indebtedness.

PROMOTION OF PUPILS.

By the provisions of subdivisions 1 and 2 of Section 1663, County Boards of Education are authorized to provide for a system of promotion in the schools of the county. But where such system of promotion is based on examination by the County Board, it should not in my opiuion include questions from the board for the primary grades. The teachers are best able to judge of the ability of the pupils of the lower grades to advance.

HIGH SCHOOLS ARE PUBLIC SCHOOLS.

Section 6 of Article 9 of the Constitution of California provides that the public school system should include primary and grammar schools and such high schools, evening schools, normal schools and technical schools as may be established by the legislature or by municipal or district authority; but there is no provision for their support at the expense of the State. A proposed Constitutional Amendment to be submitted to the people giving better recognition to high schools is now before the State legislature. But high schools cannot be considered other than public schools and as such must be governed by the rules adopted for the government of public schools.

CONDUCT OF PUPILS.

Teachers must hold pupils to account for conduct on the school ground and on the road to and from school.

AGE OF PUPIL NOT TO DETERMINE TIME OF GRADUATION.

Condition for graduation from the grammar grade should be ability to do the work required, not his age. A rule requiring a pupil to be sixteen years of age before he can graduate from a grammar school to me seems unreasonable and contrary to the spirit of our educational system.

TEACHER'S CONTRACT VALID.

Boards of Trustees are empowered under the law to make contracts with teachers or other employés at duly called meetings after the organization of the board on the first Saturday of July, said contracts to remain valid for the full time for which they are made, not to extend beyond the 30th day of June next ensuing. The resignation of any or even all of the members of the board who made the contract before the expiration of the time of such contract does not effect the contract. The board acts for the district and binds the district regardless of the personnel of the board until the expiration of any contract. It ceases at the close of the then current school year.

USE OF SCHOOL BUILDINGS.

The law authorizes Boards of Trustees to rent the school buildings under their control, provided they do not rent them for purposes that necessitate the removal of school furniture. In giving permission to the use of the schoolhouse for other than school purposes Boards of Trustees should be thoughtful not to jeopardize the interest of the district by permitting that which might impair insurance contracts.

APPROVAL OF HIGH SCHOOL COURSE OF STUDY.

Except in cities and incorporated towns the high school course of study must be prepared by the High School Board and be approved by the County Board of Education. When once approved the high school course should be continued for at least one year. The interest of the students demands continuity of the course begun until some definite portion of it is completed.

DISTRICT LIBRARIES UNDER THE CONTROL OF THE TRUSTEES.

A Board of School Trustees has the management and control of the district school library, as well as the responsibility for its care and condition. Boards may appoint any responsible person as librarian and fix his compensation, and may also fix the time when the library shall be open to school children or to other persons for drawing and returning books. Custom has generally placed the library in charge of the teacher. The teacher should have general supervision and direction of the use of the district library.

A SCHOOL TRUSTEE CAN NOT ACT AS AGENT IN INSURING THE SCHOOL PROPERTY OF HIS DISTRICT.

A school trustee who is an insurance agent cannot lawfully, as such agent, insure the school property of the district of which school board he is a member. See sections 920, 921, 922 and 1876 of the Political Code.

DIPLOMAS GRANTED.

The State Board of Education, at its meeting February 2, 1901, granted the following diplomas:—

Life Diplomas of the High School Grade—Mrs. Elizabeth M. Babcock, Jamie Maud Blanchard, Howard L. Lunt, George Whitefield Wright, James J. Ripploe.

Application for Life Diploma of the Grammar School Grade—G. W. Johnson (duplicate).

Application for Educational Diplomas of the High School Grade—R. H. Mitchell, Allen P. Sanborn, G. H. Wilkinson.

New Issue Life Diplomas—Lizzie A. Clayton, May Cooper, Emma L. Doherty.

Normal School Diplomas—H. G. Bacon, Charlotte J. Brower, Bessie F. Collins, Mary E. Collins, Lulu B. Davis, Susie Clark Davis, Irene F. DeNise, Alice H. Dickey, Mrs. Mollie T. Fitzgerald, Annie E. Jenkin, Edith Clara Knight, Ida M. Manley, Fannie M. McKay, Nellie G. O'Hara, Minnie Angelina Thompson, Mamie D. Wheeler, Janie M. White.

Education Diplomas of the Grammar School Grade—Hester Adamson, Daisy Alford, Bessie Baker, Kate Glendinning Baldwin, Julia Boggs. Jennie L. Boswell, Gertrude Brown, Mabel M. Chubb, Mamie Connelly, J. J. Dailey, Lulu B. Davis, Jessie B. Disbrow, Harry Donnelly, Eugene H. Doyle, Jessie Alice Dunn, Maud Gray Eyre, Olive May Farnham, Mary Wilds Ford, Millie Gardett, Myrtle A. Green, Mary Hendricks. Carrie Jasper, Mabel Jameson, Irma R. Levy, Harriet J. Lewis, Laura I. Lowdon, Robert C. MacDonald, Mary Eugenia May, Ella May Martin, Kittie O. Martin, Bertha A. McCray, Joseph F. McKnight, Gertrude McNamar, Lula Miles, Agnes A. Montgomery, Alice Mulchay, Kittie Murphy, Lewis M. Nason, Cyrus Newlove, Mary F. O'Hara. Cora M. Otto, Sophie L. Peaterson, Mrs. Bertha Pilcher, Mrs. Fannie Scott, Charles A. Shannon, Jean E. Smith, Alice G. Sutton, Olive E. Theller, George Edmunds Townes, Frank Elwin Turner, Julia Campbell Wasson, Charles Weddle, Effie West, Alice Clark Wheeler, Susie E. Wiedman, Helen C. Wright, Kittie Hunsaker Williams, Harston Delmer Wylie.

Life Diplomas of the Grammar School Grade—Severinus G. Aggeler, M. Rossa Andrews, Martha B. Blair, Joseph Ruffin Borden, Anna Moore Budlong, Lydia J. P. Bunker, Margaret Burchell, Charlotte Chandler, Nellie M. Chope, Ella J. Curtin Amy Clark, Mrs. Annie Ellen Doyle, William P. Doyle, Rebecca E. Dreyfus, May Evans, Wallace E. Feenaty, Emma Frances Ferguson, Mrs. Clara Hoit Fountain, Edna Stietz Goodin, Amy Goodwin, Frances Bracken Gould, Angie Gray, M. Minnie Gray, Charles F. Hart, Bernard C. Healey, C. Grace Hendrickson, J. S. Hennessy, Kate E. Grider Horn, Mrs. Edith Smith Humphrey, Mary Hutchins, Virginia Jameson, Anna C. Jewett. Lulu E. Kaerth Johnston, Loma E. Jordan, Elizabeth C. Klotz, Clara Leach, F. Itylene Lewis, Anna Livinghood, Addie M. Lucy, Gladys A. MacCarty, J. H Mitchell, Mary E. Newton, Mary L. Nichols, Lou Beville Porter, Tillie A. Pringle, Robert M. Rankin, Marian E. Seaver, Annette Shane, Mary B. Spencer Sharpnack, Arthur K. Sheats, Frances Simmons. Annie E. Sinnotty, Alice M. Smith, Mrs. Clara Smith. Eliza Thomas, Nellie M. Thorp, Ida Vandergaw, Mrs. T. H. Vestal, Clara Wolf Ward, Elizabeth A. Winn, Caroline K. Woodbury, Mrs. J. M. Wyllie, Myron Young.

The State Board of Education also adopted the following resolutions in reference to State text-books:—

To the Senate and Assembly of the State of California: It is the sense of the State Board of Education on the question of State school text-books:

First—That provision should be made for securing the best books obtainable.

Second—That provision be made for special expert examination in the case of each book adopted.

Third—That provision be made for giving such clerical assistance as may be needed in this matter, the clerk so appointed to be selected by the State Board and placed under the direction of its secretary.

Fourth—That full control of the education side of this matter remain in the hands of the State Board of Education.

Fifth—That the State Board be empowered to enter into contracts for securing the use of copyrighted text-book matters.

In the matter of the applications of Edith Crosby, Nellie B. Garrecht, Carrie W. Grier Hannan, recommended by the Shasta County Board of Education for life diplomas of the grammar grade, we recommend that said applications be returned to the applicants for correction regarding the number of years taught, so as to comply with the provisions of Section 1521 of the Political Code.

We make the same recommendation concerning the application of C. Caroline Middleton for an educational diploma of the grammar grade.

THOS. J. KIRK, Supt. Public Instruction.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

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HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

John Marshall, Washington, Lincoln, and Queen Victoria are timely topics for February work.

* * *

Prof. Ellwood P. Cubberley has written an article on the San Francisco school system, which is to appear in the near future in the *Educational Review.*

* * *

Teachers should not neglect to have weak-chested children carry themselves properly. No system of physical culture can do as much as the attention of the teacher to the individual pupil.

* * *

Dr. W. T. Harris has written an appreciative article on the educational work of Professor B. A. Hinsdale for the February *Educational Review.* There is given a complete bibliography of his writings.

* * *

The *Northwest Journal of Education*, Edited by B. W. Brintnall, for January, is a most interesting number. It contains several excellent articles on local geography, and a careful consideration of methods of adopting text-books. The editorials are always bright and thoughtful.

* * *

There is published elsewhere a directory of the bills affecting our school system introduced during this session of the legislature. A great many of these bills will die in the committee. Superintendent T. J. Kirk is trying faithfully to have the legislation proposed by the County Superintendents and the Educational Commission incorporated into the school laws. The March number of the JOURNAL will contain a summary of the important measures affecting the school which have become laws.

* * *

Governor Durbin, of Indiana, in his inaugural address, gave this very strong endorsement of non-political interference in public schools:

The more I have learned of the results of the non-partisan management of our institutions the more I have become convinced of the practical utility

of the methods now employed. While I am myself a partisan of somewhat inflexible temperament in that particular, I cannot but realize that my first duty is to the state. Whatever I may think personally will not be permitted to serve as a rule and guide to my actions officially. I believe in the wisdom and justice of the merit system. I favor rewarding friends who have been my good friends, but I cannot do so by going contrary to the promptings of my conscience. In accepting this office I become in large measure responsible for the care and comfort of hundreds of wards of the commonwealth whose conditions call for pity and for tears. Knowing full well these conditions, I can never consent to the indorsement of any proposition purposing a backward step. *Indeed, I am frank to say further that politic should be eliminated from the public schools and that the merit system should be made legally applicable there, also. I realize that this suggestion will be met with objections, but it is only a question of time when that result will be forced to consummation by intelligent public opinion and the progressive spirit of twentieth century civilization. One's worth and usefulness should count for more than reward for party service, even in the management of our schools.*

* * *

President Hadley, of Yale, is to deliver the charter day address at Berkeley. California seems to be the mecca of educational pilgrims. The Summer School will bring John Dewey and others. President Faulkner, of the California Teachers' Association, will bring several notables to Pacific Grove. Hon. Frank J. Browne, the young man who has been the educational leader of the Great Northwest, will reside at Berkeley, and at the age of thirty-seven continue with renewed application the study of Shakesperian literature and school administration problems. 1901 promises to be a year of more than ordinary educational interest here by the Golden Gate.

* * *

School officers are everywhere more and more alert for the interests of the schools. The desire to secure good teachers, to expend the school fund in an economical manner, and to guard the educational interest of the children is manifest. Of the vast sums expended for education but very few dollars are squandered with criminal intent.

* * *

UNIVERSITY OF CALIFORNIA.

Summer Session.

In the summer session of the University of California, from Thursday, June 27, to Wednesday, August 7, inclusive, instruction will be offered in Philosophy, Education, History and Political Science, Semitic, Greek, Latin, English, Spanish, Mathematics, Physics, Chemistry, Botany, Astronomy, Agriculture, and Physical Culture. In addition to members of the regular faculty of the University of California, instruction will be given by John Dewey, Professor of Philosophy in the University of Chicago; James E. Russell, Dean of the Teachers' College of Columbia University; H. Morse Stephens, Professor of Modern History in Cornell University; Albert S. Cook, Professor of the English Language and Literature in Yale University; James W. Bright, Professor of English Philology in Johns Hopkins University; and L. H. Bailey, Professor of General and Experimental Horticulture in Cornell University.

Directory of Educational Bills Before the Present Session of the Legislature.

Any one interested in the bills can write for the same, giving number as below. The following list gives Assembly bills up to February 1, 1901, referred to Committee on Education:

10—Melick, Jan. 11. A proposed Act to enforce the educational rights of children.

61—Myers, Jan. 11. An Act to add a new section to the Political Code, to be known as Section 1890.

128—Hanen, Jan. 11. An Act to amend Sections 1543, 1544, 1548, 1583, 1858, 1875, 1621, and 1671 of the Political Code, in relation to the manner of apportioning and disbursing school moneys, and the duties of members of boards of education and boards of trustees, county auditors and superintendents of schools in relation thereto.

132—Rutherford, Jan. 11. An Act to add a new section to the Political Code, to be known as Section 1523, relating to the compilation of text-books for use in the common schools of the state.

136—Affecting Sections 1665, 1666, in reference to course of study.

190—Wright, Jan. 11. An Act exempting from taxation a portion of the property held in trust for the benefit of the Leland Stanford Junior University.

191—Wright, Jan. 11. An Act granting to the trustees of the Leland Stanford Junior University corporate powers and privileges.

201—Anderson of Santa Clara, Jan. 11. An Act placing a fee on granting naturalization, and giving the proceeds to the University of California.

203—Anderson of Solano, Jan. 11. An Act levying fees on corporations of other States and of foreign countries and giving the proceeds to the University of California.

207—Colius of Butte, Jan. 11. An Act to provide for the erection of additional buildings for the use of the State Normal School at Chico, California, to furnish the same, and making an appropriation therefor.

210—John, Jan. 11. An Act to establish the California Polytechnic School in the County of San Luis Obispo, and making an appropriation therefor.

246—Brown of San Mateo, Jan. 15. An Act to amend Section 1579 of the Political Code of the State of California, relating to school districts.

247—Brown of San Mateo, Jan. 15. An Act to regulate the letting of contracts for the erection, improvement, or repair of public school buildings.

328—Rutherford, Jan. 18. An Act entitled "An Act to regulate the requirements for admission to State normal schools, and providing for the nature of the courses of study to be followed therein, and governing the issuance and rank of diplomas therefrom."

330—Macbeth, Jan. 18. An Act to amend Sections 4, 5, 8, 10, and 12 of an Act approved March 29, 1897, entitled "An Act to amend an Act, approved March 26, 1895, entitled 'An Act to create and administer a public school-teachers' annuity and retirement fund in the several counties, and cities and counties in the State.' "

339—Cowan, Jan. 18. An Act to amend Section 1687 of the Political Code.

358—Dunlap, Jan. 18. An Act to amend Sections 1503, 1521, 1663, 1770, 1771, 1772, 1775, 1787, 1788, 1789, 1790, 1791, 1792, and 1793 of the Political Code of the State of California, relating to certification of teachers.

391—Anderson of Solano, Jan. 21. An Act to add a new section to the Political Code of the State of California to be known as Section 1674, providing for the formation of union school districts and the maintenance therein of union schools.

433—Chandler, Jan. 23. An Act to amend Section 1670 of the Political Code of the State of California, relating to high schools.

CONSTITUTIONAL AMENDMENTS.

3—Rutherford, Jan. 11. Relative to submitting to people of the State of California a constitutional amendment for a State Normal School Board.

4—Rutherford, Jan. 11. Relative to permitting State aid to high schools and technical schools.

5—Knowland, Jan. 11. Relative to the creation of the State Board of Education, and defining the duties thereof.

16—Savage, Jan. 28. Relating to the minimum period for the use of text-books in common schools throughout the State.

SENATE BILLS.

54—Lardner, Jan. 10. An Act to amend Sections 1532, 1543, 1545, 1549, 1551, 1552, 1553, 1560, 1561, 1564, 1565, 1577, 1578, 1581, 1583, 1593, 1615, 1617, 1621, 1622, 1623, 1650, 1667, 1697, 1713, 1714, 1768, 1817, 1818, 1819, 1830, 1858, 1875, and 1882 of the Political Code of the State of California, relating to the public schools.

59—Luchsinger, Jan. 10. An Act to amend Sections 1637 and 1638 of Chapter III, Title III, Part III, of the Political Code, relating to the School Law of the State of California.

90—Simpson, Jan. 10. An Act to amend Section 1665, and to repeal Section 1666 of the Political Code of the State of California, relating to the course of study for the public schools of this State.

102—Same as A. B. 210.

109—Smith of Los Angeles, Jan. 10. An Act making additional appropriation to provide for certain improvements and repairs at the State Normal School at Los Angeles.

110—Taylor, Jan. 10. An Act to enforce the educational rights of children, and providing penalties for violation of the Act.

111—Taylor, Jan. 10. An Act to add a new section to the Penal Code, and to Title IX, Chapter II, thereof, to be known as Section 273, making it unlawful in certain cases to employ children under fourteen years of age.

112—Taylor, Jan. 10. An Act legalizing the establishment of high schools in incorporated cities, and providing for the maintenance and support of such schools.

113—Taylor, Jan. 10. An Act relative to the meeting place of high school boards within municipal corporations.

169—Lardner, Jan. 11. An Act to add a new section to the Political Code, to be known as Section 1523, relating to the compilation of text-books for use in the common schools of the State.

192—Same as Assembly Bill 207.

260—Nutt, Jan. 17. An Act to provide for the completion and equipment of the building now being constructed for the use of the State Normal School of San Diego, and making an appropriation therefor.

265—Wolfe, Jan. 17. An Act appropriating $100,000 for the erection, equipment, and furnishing of buildings for the use of the San Francisco State Normal School.

280—Pace, Jan. 18. An Act to add a new section to the Political Code, to be known as Section 1890, relating to the formation of public school districts.

282—Same as Assembly Bill 358.

285—Same as Assembly Bill 330.

316—Same as Assembly Bill 433.

347—Smith of Los Angeles, Jan. 24. An Act to amend Section 1543 of an Act entitled "An Act to establish a Political Code," approved March 12, 1872, relating to the duties of the County Superintendent of Schools.

387—Lukens, Jan. 28. An Act to provide for a segregated hospital building, and for further equipping the Deaf, Dumb and Blind Asylum at Berkeley.

388—Lukens, Jan. 28. An Act making an appropriation for the erection of a workshop at the "Industrial Home of Mechanical Trades for the Adult Blind."

401—Devlin, Jan. 28. An Act amending Section 1521 of the Political Code, relating to the State Board of Education: providing for the appointment of three text-book commissioners: prescribing their duties and fixing their compensation: providing for the publication of a uniform series of text-books: making an appropriation and authorizing the use of money derived from sale of text-books for carrying out the purposes of this Act; repealing Sections 1519, 1663, 1665, 1666, and 1874 of the Political Code.

404—Oneal, Jan. 28. An Act making an additional appropriation for the support and maintenance of the State Normal School at San Jose, Santa Clara County, California.

405—Oneal, Jan. 28. An Act making an appropriation to provide for certain improvements and repairs at the State Normal School at San Jose, Santa Clara County, California.

SENATE AMENDMENT TO CONSTITUTION.

2—Simpson, Jan. 10. To propose to the people of the State of California an amendment to the Constitution of the State, amending Section 7 of Article IX thereof, relating to the creation of the State Board of Education and defining the duties thereof.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 26, 27, 28. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A. Crookshanks, Visalia.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The Department of Superintendents of the Educational Association will hold its session at Chicago, February 26, 27, 28, 1901.

The University of California will hold its Summer Session June 27 to August 7, 1901.

Portland, Oregon, has appropriated $40,000 for a new school building.

Madera County is agitating the question of a County High School.

Many of the schools thruout the state observed John Marshall day.

D. F. Newson, of Arroyo Grande, has taken an active part in securing legislation for high schools.

The State Legislature of Washington is considering a law which provides for local adoption of text-books.

Roy Fryer, of Oroville, was chosen as the successor of Charles D. Snyder in the Santa Rosa High School.

Superintendent J. F. Sayler, of Spokane, is making an excellent record as superintendent of schools of that city.

Professor A. W. Greely, of San Diego State Normal, has been granted leave of absence to study in Chicago University.

John G. Barkley, of Nord, has written and published a number of brief essays touching on the importance of the public school legislation.

The school board of Alameda has raised the salary of a number of teachers. The schools are greatly overcrowded.

E. L. Spinks, of Fresno, has taken a six months leave of absence to go to the Klondike. Mr. J. N. Summers, of Los Angeles, succeeds him.

Hon. C. A Johns, of Baker City, Oregon, has been appointed a member of the state text-book commission, vice Judge Lowell, resigned.

Geo. H. Rhodes, ex Superintendent of Mendocino county, has been engaged as principal of the Ukiah public school, vice A. M. Nuckolls, resigned.

The Los Angeles State Normal School held graduating exercises January 30th. Superintendent J.

H. Strine delivered an excellent address, and President Pierce gave out the diplomas. The class motto was, "Not what knows but what is."

R. E. Hughes, inspector of schools of London, England, has written a complimentary letter to the Stockton board of education in reference to Superintendent James A. Barr's new course of study.

Superintendent Estelle Bagnelle, of Madera, was elected secretary of the San Joaquin Valley Teachers' Association, and Mrs. De La Rosa assistant secretary. In the January JOURNAL Superintendent Miss Bagnelle's name was omitted.

C. W. Mark, W. G. Kingsbury, R H. Webster, P. M. Fisher, Benjamin Ide Wheeler, J. W. McClymonds, G. W. Beattie are among those who have appeared at Sacramento in the interest of school legislation during the past month.

Miss Nangle has been selected as the successor of Mrs. Avery, *nee* Owens, as superintendent of Tehama county. Miss Nangle is well qualified for the office, and has many friends who have congratulated her on securing so important a position.

Mrs. Mary W. Kincaid has been elected president of the city board of education of San Francisco. This is a unique and an important position. Mrs. Kincaid has began a series of receptions to the teachers of the department that will prove very popular.

The first edition of "Poems for Memorizing," compiled by Alice R. Power from Professor Cubberley's list of poems suitable for grade work, has been nearly all sold. The Whitaker & Ray Co., publishers. Price, 60 cents in board; $1.00 in cloth.

Richard D. Faulkner, president of the California Teachers' Association and principal of the Franklin Grammar School, gave his children, teachers and patrons a rare treat on Wednesday, February 6, by the lecture of Henry Payot, on "The Land of the Castanet."

The biennial report shows that Los Angeles county has 1960 volumes in the Teachers' Library; Orange, 1953; San Francisco, 1683; Santa Clara, 1915; San Diego, 1556. Orange, one of the newest and smallest of the counties, stands second in the list. This is certainly a tribute to Superintendent Greely's excellent handling of the teachers' library fund.

Professor T. P. Bailey, late Associate Professor of Education in the University of California, is lecturing in the University of Chicago Extension Department, on the "Theory and Practice of Education." This department, while under the supervision of the University, is independent of the University organization.

The use of the stereopticon in the schools is growing more general each year. New York leads with an appropriation of $100,000 to expend in equipment. Mr. Edward Kemp, of 121 Post street, San Francisco, has been doing excellent work in and about San Francisco with thousands of new slides and most excellent stereopticon. He is largely interested in educational work, and superintendents, high school principals, and teachers who desire to use a stereopticon for instruction or entertainment should write at once to Edward Henry Kemp, 121 Post street, San Francisco.

In a decision, January 18, Superior Judge N. H. Conklin disagreed with Judge Trask of Los Angeles in his interpretation of that section of the state law providing that members of county boards are entitled to a compensation of $5 per diem while in session. Judge Trask held that section of the law was unconstitutional, but Judge Conklin sustained its validity. The issue came before Judge Conklin on a mandamus brought by Mrs. Violetta Campbell, a member of the San Diego County Board of Education, to compel the auditor to draw a warrant for $50 in her favor for services rendered at the rate of $5 per day.

There was a special session of the city teachers of Manila at Escuela Municipal, calles Victoria and Solano on Thursday afternoon, after which a number of papers were read bearing on educational matters, especially in the Philippine Islands. Among the papers presented was one by Mr. Buck dealing with the Tagalo language and in its origin. Mr. Colton read a paper on observations. Mr. Nethescott had prepared a paper on "Object Teaching," and had introduced several charts with short sentences, each containing some common object, and illustrated his method by means of a number of his pupils who read and understood the lessons at sight.

Mr. Christensen spoke in favor of teaching the English language direct without the aid of either the Tagalog or Spanish languages. The session was very interesting and beneficial.

In the afternoon the native and Spanish teachers held a meeting.—*Freedom*

The California Business College, Robt. L. Durham, president, gave on January 10th, an entertainment and banquet that was enjoyed by a large number of friends of the institution. The first part of the program was devoted to the utility of business education. A. W. Atherton gave an eloquent and well-considered review of the work of the school. Rev. Mr. Smith, a teacher in the institution, also spoke interestingly on the value of commercial education as exemplified by the California Business College. President David Starr Jordan of Stanford University, then gave an instructive illustrated lecture on Japan. After the lecture an elaborate banquet was provided for the alumni and guests. Toasts were responded to by Rabbi Voorsanger, C. W. Mark, City Board of

Education, W. H. Jordan, W. C. Morrow, the novelist, Harr Wagner. President and Mrs. Durham entertained the guests in a charming manner and all were delighted at the auspicious occasion which indicated a prosperous future for the California Business College.

When the County Teachers' Institute met December 20, 1900, in Los Angeles, the committee on professional work reported the following resolution:

Resolved, That the teachers of this county during the coming year pursue the study of psychology, taking as a basis for the work the book entitled "Talks to Teachers on Psychology, and to Students on Some of Life's Ideals," by Dr. James, or "The Study of the Theory of Educational Sloyd," based on "Theory of Sloyd," by Otto Soloman.

And be it further resolved, That the County Superintendent be and hereby is requested to make a review of the aforesaid subjects by the teachers of this county a part of the work of the next institute.

County Superintendent of Schools Strine has sent out a circular to teachers notifying them that the works mentioned have been put upon the board's library list. All teachers are requested to be prepared at the next institute to take an active part in the discussion of these subjects.

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Circular of Informatton About Positions as Teachers in the Philippines.

In answer to letters of inquiry Professor Fred. W. Atkinson, general superintendent of education in the Philippines, sends out the following circular:

"Your communication has been received by the Department of Education and it will be filed for future reference. Such a large number of applications and letters of inquiry have been received in answer to the circular-letter of inquiry sent out by this department that it is impracticable to answer each one separately: therefore, this circular, which contains all the necessary information, is mailed you in lieu of a personal reply.

"The inquiry as to teachers for the Philippines was made with a view to the future. Very few appointments will be made at present. The number of superintendencies and principalships will necessarily be limited. Superintendents and principals will be required to sign contracts for three years, and the matter of their location will be entirely in the hands of the General Superintendent of Education. In answer to the many inquiries as to the climate, it may be said with assurance that the climate here is a good tropical one. However, it depends to a great extent upon the individual as to the matter of health. The expenses of living are high in Manila, but moderate in the other towns and cities in the Archipelago.

"The qualifications required are: (1) Applicants must be either Normal or College graduates. (2) They must now be engaged in similar positions in the United States. (3) They must be physically sound and able to withstand a tropical climate, and willing to accept whatever location assigned them by the General Superintendent of Education.

"Further, the Department of Education desires to hear from only those who can fulfill the above conditions and it is requested that all applicants attach to their application their testimonials or copies thereof. All applicants will be considered on their merits, and the person chosen will be cabled for or otherwise notified as to appointment and remuneration."

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Lincoln Day.

Lincoln day will come on Tuesday, February 12.

You have probably heard of the LINCOLN MONUMENT LEAGUE.

Last June a State Convention of Delegates from every part of California decided to make Lincoln Day, 1901, a great State, if not National event.

Two very important resolutions were passed by that convention, viz.:

1st. The following committee was appointed:—Hon. Jacob H. Neff (Lieutenant Governor), Auburn; Judge M. Cooney, San Francisco; Geo. W. Cox, Howland Flat, Sierra Co.; Frank W. Cushing, Oakland; Captain A. F. Dill, San Diego; Robert Furlong, San Rafael; J. P. Greeley, Santa Ana; Col. C. Mason Kinne, San Francisco; Hon. T. J. Kirk, Sacramento; Gen. Harrison Gray Otis, Los Angeles; Hon. James D. Phelan, San Francisco; Judge Albert G. Burnett, Santa Rosa; Judge J. M. Walling, Nevada City; J. L. Winans, Petaluma; W. W. Stone, San Francisco; all gentlemen of standing. It is the duty of this committee to meet at some future date to select a place where the Lincoln Monument is to be erected, This action aims to correct the impression that the monument is to be a San Francisco improvement. This state committee is bound by no local ties, and can locate the proposed monument in whatever part of California it deems most desirable, This disposes of the erroneous idea that the League is a mere local institution.

The second resolution names Lincoln Day as a Grand Collection Day thruout the State. Citizens of California who revere the name of Lincoln are then to be called upon to donate what sum they think best for the purpose of building the monument. The sum thus subscribed is to go directly into a sinking fund, never to be used for other purpose than that for which it is donated.

The school children of the State, under this resolution, are to have an opportunity to help along in the good work. There is to be a ten-cent subscription fund started, and pupils on Lincoln Day will be allowed to give in their names and dimes. No

better investment can be offered to school-going children.

The story of Abraham Lincoln, of humble birth, ill clad, and subject to all the deprivations incidental to frontier life, reading and studying by the light of a pine knot, and in that way preparing himself to perform the mission of Saviour of the Nation under the Providence of God, is one that appeals to every young American heart, and makes us all feel that the heroic virtue, the sublime tenderness, the indomitable energy of Abraham Lincoln demand a monument of imperishable material that shall overtop all others; not only that, but that his memory shall grow in the hearts of our youth, and be an ever-living and ruling incentive to the highest standard of American citizenship.

Boys and girls of California! Take it upon yourselves to stir up this matter. Urge it upon your parents to remember Lincoln Day, and do not forget that the dime of the pupil is as precious and as sacred as the dollar of the parent.

THOMAS J. KIRK,
State Supt. of Public Instruction.
W. W. STONE,
President Lincoln Monument League.

SUPT. OF SCHOOLS, YOLO CO.,
MRS. S. E. PEART.
WOODLAND, CAL., Jan 7, 1901.

Mr. Harr Wagner.

DEAR MR. WAGNER:—The JOURNAL has been of unusual interest the last few months. The change to book form is an improvement on the old, which we all enjoy, without having been conscious that it could be improved. California shows in the columns of your monthly publication that she is rich in the possession of strong thinkers whose force is felt in every part of the Union.

Thanking you personally for my share of pleasure—which has been large—in the able presentation of the inspiring thought of these men, I am,

Truly yours.
MRS. S. E. PEART.

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The corner stone of the Berkeley High School will be laid with elaborate Masonic ceremonies February 22d. President Benjamin Ide Wheeler will be the principal speaker. Contracts were let for the building complete for $59,543. This is over five hundred dollars less than Architect Stone's estimate.

BOOK REVIEWS.

The American Book Company has issued "Anfang Und Ende," by Max Lentz. It is edited for school use.

D. C. Heath & Co., in the English classic series, issue Macaulay's Essay on Addison, and also his Essay on Milton.

"The Story Cyrus," is the Greek text, edited by C. W. Gleason, published by American Book Company; 202 pages, price 75 cents.

Macmillan Company issue Nicomede, by Corneille, edited for college and school use by James A. Harrison. Price, 60 cents.

D. Appleton & Co. have issued in the list of Twentieth Century books, "A German Reader," by Howard Parker Jones. Price, $1.00.

The American Book Company have issued "Ovid," with notes and vocabulary, edited by F. J. Miller. Price, $1.40.

The Macmillan Company has issued Ruskins' "Sesame and Lilies" in a neat 25-cent form, with imitation leather cover. The book is very attractive.

D. Appleton & Co. have issued a most convenient laboratory manual called "Physical Experiments," by Woodhull and M. B. Van Arsdale. Price, 45 cents.

D. C. Heath & Co. issue a most excellent textbook called Pennimas' New Practical Speller. There are 160 pages of carefully selected list of words. Price, 20 cents.

D. Appleton & Co., have issued "For the Honor of the School; A Story of School Life," by Ralph Henry Barbour. It is well written and beautifully illustrated. Price, $1.50.

The Practical Text-Book Company of Cleveland, Ohio, have issued a book entitled "Typewriting Instructor and Stenographers' Hand-Book." It is a most excellent book, and every one interested in the subject should send for a copy. Price, $1.00.

D. C. Heath & Co. have issued "Studies of Animal Life," by W. W. Lucas.

The author aims to have the pupils study the life and habits of animals before taking up the study of the anatomy. Price 50 cents; 106 pages.

The American Book Company have issued a very important book called "College Entrance Requirement in English; 1901–1905." It contains, edited with notes, Burke's Conciliation Speech, Macbeth, Milton's Minor Poems, Macaulay's Addison, and Milton.

The American Book Company has issued Neidlinger's Earth, Sky and Air in Song. Price, 70 cents.

The book has most beautiful colored illustrations, and the songs of nature in all her tuneful moods.

The Educational Publishing Company has issued Part III of History of English and American Literature, by George E. Merkley. Part III is devoted to a study of American Authors. The treatment is very much like that given in Shaw's literature. The usual method is to give a statement of facts about the author, then followed with a definite statement of what the author has written.

"Doxey, the Sign of the Lark, New York," is creating considerable stir in literary circles in the East. His edition of Fitzgerald's edition of "Omar is one of the finest productions of the year. It shows skill, appreciation, and genuis. Doxey's

name will no doubt soon be as familiar to book lovers in the East as it has been to the people of the West for years.

"Murillo" is the latest publication in the Riverside Art Series, published by Houghton, Mifflin & Co., and edited by Estelle M. Hurll. There are a large number of artistically executed pictures with introduction and interpretation in the volume. Every teacher interested in art should have the Riverside Series. The following volumes have been issued: Raphael, Rembrant, Angelo, Millet, Reynolds, and Murillo. Greek Sculpture, and Literature are to be issued soon. Price, paper, 30 cents; cloth, 40 cents.

"The Stories of My Four Friends," is a new book by Jane Andrews, edited by Margaret Andrews Allen, and published by Ginn & Co.

This is a book written in the style that the readers and lovers of Jane Andrews are familiar with. The four friends are Spring, Summer, Autumn, and Winter. There are delicate touches, delightful descriptions, and so much kindly appreciation for Nature's children, that no one should fail to have the children read the book. It will take its place among the little classics.

"Botany; An Elementary Text for Schools," by L. H. Bailey, the Macmillan Company, Publishers, is by far the finest contribution to text-book literature on the subject that has been made for years. This is a pupil's book. There are four general subjects in the book: "The Nature of the Plant Itself"; "The Relation of the Plant to Its Surroundings"; "Histological Studies"; "Determination of the Kinds of Plants." The author says: "The ninety and nine cannot and should not be botanists, but everyone should love plants and flowers." This book is so new, as to excite both wonder and interest in the subject. Every page is alive with new values, both in text and illustrations. No teacher or pupil can afford to be without this new century book.

Allen Watson Gould of the Chicago Institute has written the most interesting book yet published on Nature. It is called "Mother Nature's Children," and is published by Ginn & Co., 325 Sansome Street, San Francisco. The book helps the young to see the spirit rather than the form of nature. Each chapter opens with a picture by some artist of ability, and also contains other interesting pictures that relate to the text. Here are a few titles of chapters that are in themselves unique and interesting: "How the Birds Cradle Their Babies," "How Plants Tend Their Babies," "How Seeds Learn to Fly," "How Birds Learn to Fly," "How Men and Birds Lay Up Food," "Borrowing Clothes for Others," "Sleeping and Waking Daily," "Sleeping and Waking for a Life Time," etc. It is a book of nearly 300 pages Every page is full of interest, as charming as a fairy tale, and three times as natural.

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"Memory, an Inductive Study," by F. W. Colegrove, Ph.D., D.D., is the most recent contribution of modern psychology in the field of memory. Dr. Colegrove gives the subject an all-round versatile treatment. The first chapter gives an historical orientation, tracing the developing of scientific growth in knowledge of memory from Plato down to the products of the present psychological laboratories. He then gives a biological orientation tracing the evolutionary origin of memory up the animal scale, its connection with instinct and the bearing of the theories of heredity upon the problem. A third angle of consideration is the t of neurology, which the gifted author treats in a scholary way, giving a digest of all that physiological psychology, up to date, has to say upon the subject. His personal and original contributions are contained chiefly in the chapters upon individual memories and theory mind and brain action. He has gathered an unusual amount of data from various persons, especially the aged, and from classification of these he draws important conclusions. His concluding chapter is upon pedagogical applications. Dr. Colegrove is an authority on this subject.

Formerly President of Ottawa University in Kansas, he resigned and devoted three years to earnest study of his subject in Clark University, and in the best psychological laboratories of Germany. He is now professor of philosophy and psychology in the University of Washington.

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Poems for Memorizing.

Teachers who have struggled for long in an effort to find verses for their classes to memorize will receive with gratitude a book of poems compiled by Alice Rose Power. The author is a teacher in the San Francisco School Department, and having experienced difficulty in securing the poems recommended by Professor Ellwood P. Cubberley of the Leland Stanford Jr. University, as those best adapted for class purposes, she has collected them finally and has had them published in book form. Professor Cubberley has written a brief introduction to the collection in which he dwells on the benefit of having children learn by heart the best passages in literature. The selections have been well made and the publication is very neatly bound. It is printed on an attractive blue paper. Published by the Whitaker & Ray Company, San Francisco. Price, 60 cents and $1.00.—*S. F. Call.*

Trustees.

Important Things Trustees Have to Do!

If you will let me, I will try to tell some of the things I think are true about a few of the most important duties that concern both you and me. I am quite likely to be mistaken in them; I may have interpreted my experiences wrongly; but I shall tell them as they appear to me; then it will be your privilege, and your duty, too, in the discussions of the day, to correct them and make them right.

Now, it seems to me that the three most important things trustees have to do, are:

First—Employing a teacher.

Second—Getting the janitor's work well done.

Understanding and carrying out the spirit of our school laws.

And the first of these—the selection of a teacher—is the greatest of all. There is where the trustee sets his seal for good or ill upon the whole future lives of the children in his school. There is a responsibility indeed. To shape the actions, the thoughts, the motives, the manners of the neighborhood away into the future. Surely we cannot afford to carelessly select a teacher; surely not let any sordid motives enter into the matter at all. Surely it is a problem worth our study, worth spending time and money and energy upon—to get the very best teacher for our school. If we get a slovenly, disorderly teacher, we make our children slovenly. Do we get a charming, gracious teacher, soon the effect is seen in the manners of the children—and it always remains to a greater or less extent. If we get a sneak, a liar, a cheat, a pious fraud—why, the moral edge of the young peoples' mind is blunted—it is a dreadful misfortune to the community. Get one who writes a horrible scrawl—you see the effect on the penmanship of the children twenty years afterward. It is most far-reaching, real and vital importance, this selection of a teacher.—*Superintendent Edward Hyatt.*

◆ ◆ ◆ ◆

Work of the Educational Association.

Santa Barbara has enjoyed a rare treat and one that would have reflected credit upon many places of larger size. Such was the verdict of those who were fortunate enough to visit the art exhibition recently held under the auspices of the Educational Association of this city. A great number of pictures had been loaned for the occasion, —in fact, the greatest interest in the affair was displayed by the people of the town. Those who came within the refining influence of the exhibition returned and brought with them their friends. There was much to be seen, much to enjoy, much to study. Art from the fifteenth century to the present day was represented; there were the Italian masters, the German, Dutch, Flemish, French and Spanish schools

and many works interesting by reason of local history or color. Michael Angelo's figures from the ceiling of the Sistine chapel, Raphael's "Madonna of the Lillies," Palma Vechio's "St. Barbara," Guido Reni's "Aurora," Lucca del Robbia's "Trumpeters," works of Millet, Gudin, Lerolle, Watts, Turner, Burne-Jones and innumerable other masterpieces were welcome studies to the lover of art. Remington's "King of the Air," seen in the original, attracted much attention, as did a piece of tapestry made in Arras, France, in the fifteenth century, and an ivory carving brought from Spain representing the "Nativity."

The efforts of the Association have been crowned with success. The exhibition had not only an educative value, but the financial returns will help to brighten the walls of each schoolroom in the city. The influence of the masters will prevade the lives of the children.

CAMILLE LEVY,
Secretary Educational Association.

♦ ♦ ♦ ♦

Care of Outbuildings.

Superintendent Hyatt's Talk to Trustees of Siskiyou County.

Mr. Hyatt talked very plainly on the condition of the outbuildings of our California schools, urging teachers and trustees to be frank with each other in these matters and to use the same common sense and directness that they would in caring for the children in the homes. Said he: "Dirty, wet, unkempt, obscene water-closets are an abomination to the Lord! No one knows the evil they do. A sink of iniquity, corrupting to smell and sight, and heart and brain, has no place on the ground of an American school. Yet there are irresponsible janitors, careless teachers, and good natured trustees who permit such things to exist—things that tend to break down the modesty of children, to make them brazen and shameless. The state furnishes money to protect our children in this regard. It is the duty of school officers to see that it is done. Closets should be thoroughly renovated every year and be cared for every day of school. One improper mark allowed to remain is an invitation for others to be made. All uncleanliness should be removed without delay, no matter what its source. If a janitor is not willing to attend to these things he should not take the work or accept school money. A teacher should not tamely submit to her children being imposed upon in this regard. A trustee should never go near the school without inspecting the closets. Parents should visit the school premises, inspect all the things that have to do with their children, and make themselves heard if things are not as they should be. We all pay taxes for keeping the schools clean, healthy, well improved—if we find them otherwise, some one is failing in his duty, and we owe it to the cause of good government to have the matter righted, no matter what it costs in trouble and time."

♦ ♦ ♦ ♦

Arbor Day in Solano County.

FAIRFIELD, CAL., Jan. 28, 1901.

To Trustees, Teachers and Pupils: Again let me call your attention to the advisability of celebrating "Arbor Day" in the schools of the county. Suggestions made last year along this line met with approval and in many of the districts an excellent beginning was made, over five hundred shade and ornamental trees having been planted.

But there are still many districts whose grounds are unadorned, and I hope some steps will be taken this year to improve the appearance of the grounds in such districts.

February 22d is again designated as a suitable day to devote to tree planting in Solano county. In those districts where a large number of trees have already been planted, let class trees be set out this year.

Beautifying school grounds and buildings can never fail to be of great educational value to the pupils. The more attractive we make their surroundings, the more interested will they become in keeping up the good appearance of the school property. Respectfully,

DAN H. WHITE,
County Superintendent of Schools.

♦ ♦ ♦ ♦

Public Education in the Philippines.

The Freedom.

The plans for the future include the passage by the Commission of a very comprehensive school bill, of which the following are some of the suggested provisions: To have the English language form the basis of the instruction given, as it is found that a large majorty of the native children do not speak any language but the native, and consequently the teaching of Spanish would be a waste of time. A system of district superintendence, requiring about twenty superintendents, conforming to the present military districts. It is hoped that in the municipal civil governments that some provision will be made for the schools. It is expected to have the authority for the employment of from 300 to 500 skilled teachers from the States. A compulsory school attendance clause is expected to be incorporated in the bill. It is desired to have money appropriated, not only for the building of more and necessary school buildings, but for the institution of normal schools for the training of native teachers.

Professor Atkinson expresses himself as favorably impressed with the hopeful outlook of affairs in general, and hopes to be able, by the passage of the educational bill, to commence some of the improvements alluded to at an early date. The bill will come up in the Commission for consideration early in January.

THE WESTERN JOURNAL OF EDUCATION

Edited by Harr Wagner

MARCH, 1901

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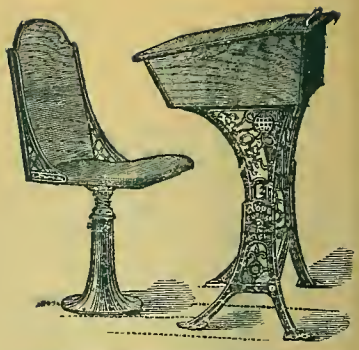

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The Voice in Spiritual Education.*

BY FLETCHER B. DRESSLAR.

"To keep music in the schools is a necessity, and youth ought to be kept practicing this art, for it makes skillful, genteel people of them. A schoolmaster must be able to sing, or I would not recognize him." These are the words of Martin Luther, who wrote them at a time when the best music was cultivated almost exclusively for church services. His keenness in observation and his interest in education, however, led him to recognize the true value of music, despite the fact that it had been held within comparatively narrow channels by the church.

These introductory words will serve to suggest my theme. It is my desire to make a plea for better music work in the grades, and only incidentally to touch upon oral reading. You have of course noted that the title announced is an adaptation of one used by Professor Hiram Corson in one of his volumes, "The Voice and Spiritual Education." While I shall emphasize the subject from a different point of view, I wish to recommend his volume to all who appreciate the power of the voice, and are seeking help in teaching reading and literature.

The child is born physically deaf, and its ears are not unstopped until from three to ten days after birth. Gradually the ear becomes more delicate and capable of transmitting a greater and greater range and variety of excitation. When anatomically perfect the ear offers opportunity for cultivation far beyond that which is attained by our best musicians. Mr. Gilman, the Curator of the Boston Museum of Fine Arts, told me that he found it necessary, during the progress of his valuable study of Chinese music, to train himself to recognize and appreciate differences in pitch equal to one-eighth of a tone, "and," he added, "I did not find it a long and difficult task." Most of us are well satisfied if we acquire the power to distinguish readily and accurately differences of a half tone. But this satisfaction and this half development are due to lack of attention and mental training, not to a lack of organic ability. It is surprising indeed to see how many intelligent peo-

*This article is a reprint from the "Proceedings of California Teachers' Association," also "The University Chronicle." The editor takes pleasure in publishing it in the OFFICIAL JOURNAL where it will be accessible to the teachers and trustees of the 3720 school districts of the State.

ple there are, who believe themselves unable to learn to sing or even to appreciate music; and, as a result of this loss of faith in themselves, give no attention to cultivation of power along this line at all Most of this apparent inability is due simply and solely to self-delusion.

It is a fact, made clear by scientific investigations and by common observation, that there are far fewer children functionally disqualified from learning to sing than there are of those who are color blind. Of course some children acquire the ability to sing much more readily than others, and show far greater talent in this direction. But such differences are exhibited in all other subjects, and ought to be expected in music. All are not equally quick in arithmetic. Some children readily acquire the power to express themselves in clear, forcible English, while others are tediously vague and halting of speech. Other things equal, children in the primary grades show a more decided taste for music than for any of the other subjects of the curriculum. For it must be remembered that the desire to express the emotional life through song and chant, is one of the most fundamental and deeply-rooted instincts of the race. Some instincts show a certain transitoriness, or a certain tendency to disappear with the progress of civilization; but this is not true of the instinct for musical expression. On the contrary, while it shows itself very early in the life of the child, it persists in most cases thruout life, even to old age, and, with any sort of adequate opportunity, develops into a higher and more spiritual yearning.

In this fact music finds its chief claim as an educational agency. It is capable of moulding and developing the sensibilities of the race, for it lends itself to the whole range of emotional expression. It would be very foolish to claim that music could do this unaided. Indeed, it seems to me that we should look with more disfavor upon narrow specialization in music than we should upon narrowness in almost any other line of worthy endeavor. People who know nothing but music are usually disagreeable people, and, did it not seem a contradiction in terms, it would be safe to say that they are rarely truly musical. By this I mean to say that those who have not in some way brought themselves into harmony with the ideals of a liberal and many-sided culture, have no enlarged, noble, and serviceable sentiments to express.

Music, as an educational factor, exhibits its chief usefulness in moulding, directing, and shaping the spiritual life, which has grown up as a resultant of all the agencies brought to bear upon the intellect, the sensibilities, and the voluntary life of the individual. It harmonizes the life, it unifies the spirit, and, to use the phrase of President Stanley Hall, "it cadences the soul." The whole life needs an emotional focus as well as an intellectual focus. It needs to be gathered together and given power to express its emotional ideals, just as it needs intellectual unity and strength to put forth a valuable theory, devise a useful invention, or direct in the practical affairs of life.

It is neither my intention to argue nor my wish to suggest that music is the only means of developing, unifying, and expressing the emotional life;

but there is a desire to say that there is no other instrumentality so universal in its application, and none other so free from technical difficulties and hindrances as vocal music.

The proper use of pictures in school work is an important obligation and ought not to be neglected by any teacher, especially in these latter days when we can get an artistic reproduction of a masterpiece for a penny. But we receive a picture, and in most instances never create one. Every song, however, demands action, and in a very vital way is a product of the singer. Besides, art for the eye can only represent a single phase or at most a few phases of the ideal which the artist had in mind; whilst music can begin a theme or emotional ideal and carry it through the whole gamut of its transitions and present it in its completion.

Music does not pretend to be a practical subject. It is a spiritual subject. This is the chief reason why we should all be anxious to do what we can to make it possible for teachers to give more time to music in our schools. The greatness of a civilization cannot be measured alone by its commerce, its inventions, or its literature; but by all these and more. The desire and to some degree the ability to express the purely emotional through music is well-nigh universal and, what is more important, it has ever been so. It is my desire not to over-estimate the value of music in the spiritual development of the child, but it is not unsafe to say that it is the subject *par excellence* which appeals to the spiritual natures of children. Other subjects of the curriculum make too great demands on the intellect, and as a result, if we depend on them for emotional food, the most important time for growth, the nascent period, is thus lost. Early training in singing is necessary if we hope to succeed in properly moulding the human spirit. Music, therefore, especially commends itself to us as an indispensable instrument in the careful education of young children. Still, by emphasizing its value in the early school years, there is no intention of suggesting by way of contrast its lack of importance later.

In the delightfully natural and simple story of his life Charles Darwin says that up to thirty years of age, he took great delight in poetry and music, but that from his habit of dealing only with intellectual things in later life, Shakespeare nauseated him and he lost his taste for music. He says his mind became a sort of machine for grinding out general laws from observed facts. He adds, "If I had my life to live over again I would have made a rule to read some poetry and listen to some music at least once a week; for perhaps the part of my brain now atrophied would thus have been kept active through use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character by enfeebling the emotional part of our nature." Goethe says: "A man should hear a little poetry and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul."

Now if these foregoing statements are true, and we certainly believe they are, what ought we to do? How can we deal with music in the schools to the best advantage of the children? At the risk of being very dogmatic, and of appearing to cover ground which would seem to demand the wisdom of a specialist in both music and education, I am going to voice for the first time what it seems to me we must do to make our music in the public schools what it should be — a more potent agency for spiritual growth:

(1) Save time on your daily programs for music, and slight it no more than we do other subjects. It is not necessary nor is it advisable to give it as much time as we give to the English work, but such time as we know it ought to have, use this time for nothing else.

(2) Cease wasting the time of the little folks by introducing them to music through the use of notes. Learning to read music is important, but learning to hear it and to sing it is of far greater importance and should come first. It is as unpedagogical to set children to work to learn the technical details of music before they have learned to sing as it would be to undertake to teach them to compose before they can speak, or to dance before they can walk. It is certainly irrational to expect the children of the primary grades to do much singing, when three-fourths of the time set apart for music, is taken up with drill on sharps and flats, keys and staves. Publishing firms are adding fuel to the flame, by urging upon teachers all kinds of so-called system of music, all devised to keep the little folks busy day after day on the merest technicalities. Thus it happens that the best time to create a taste for good music is not only allowed to pass by unused, but a dislike for the music work is often developed and worse still a misunderstanding of it is engendered.

(3) Teachers must cease to be indifferent to the value of music, and must come to feel their proper responsibilities regarding their preparation to teach it. It may be well to have special teachers for music in city schools, but this will depend entirely upon the teacher, and her fitness. My experience has led me to believe that very few of our special teachers of music know anything about what is best for children to do. Usually such teachers are selected wholly upon the basis of personal attainment in music, and hence, if they learn to teach properly at all, they do it at the expense of the children. Special teachers of music, who have not studied the subject carefully from the educational side, invariably begin at the wrong place. They burden the children with technicalities and so-called methods, instead of teaching them to sing. If we are to use the public schools as an opportunity for developing a worthy taste for good songs, the regular teacher must do the main part of the work. They cannot shift the responsibility upon the special teachers who may see the children not oftener than once a month So it is perfectly justifiable to require some musical ability of all the teachers.

(4) Progress in music must be measured mainly by the ability to express and interpret it, not merely by the ability to read it. English teachers surpass us in their music in the schools, because they emphasize the singing almost exclusively. When John Curwen introduced the Tonic-Sol-Fa into the schools of England, he did it not because he wished to do away with the

staff notation, but to prevent the teachers from wasting the children's time, and to make it possible for the people to sing. The teachers of Germany are skillful in the teaching of music because they teach it in a psychological way rather than in a logical way. They teach their children to sing many songs by note, and to sing them well. Then they approach the notes through these songs. In this way they give their pupils excellent drill in singing, and when the proper time comes easily lead them to read music through songs which they already know. Twenty years ago the National Teachers' Association of Germany passed a series of resolutions embodying their principles relating to the teaching of music in the public schools. With your permission I should like to read some of these because they represent fairly well what has been going on there ever since in the way of music teaching in the schools:

(*a*) Artistic results can not be expected and must not be demanded, but an inspiration for musical perfection should be awakened in the pupils.

(*b*) No songs should be taught and practiced which are not of undoubted poetic and musical value.

(*c*) In the teaching of even the simplest song the object must be to express that which poet and composer intended; the technique is not to be an aim but a means.

(*d*) The education of the German nation by means of music and through music has a national significance.

(*e*) Instruction in singing should be given with the aid of a musical instrument, be that violin, piano or organ; and the instruction can be successful only when the teacher is well trained in the use of his instrument.

(f) Pedagogical treatment in music lessons presupposes a teacher who is professionally prepared, and skillful in the art of music.

(*g*) Music is not only to create pleasure in melody and harmony, but it is designed to have an ennobling effect upon the heart.

(5) In striving to help children acquire skill in vocal expression, less can be accomplished at first by directing attention to the physiological processes connected with tone production, than by throwing the initial emphasis upon the proper perception of tone. When children are able to image tones accurately there will be present an inner directing force which will unconsciously help them to properly adjust their vocal organs. This applies to pitch, to quantity, and to quality of tone. And there comes a practical problem for our teachers. Suppose the teacher is unable to distinguish with sufficient accuracy in these things, how is she to get the proper tones for the children to hear? If she cannot sing and has no instrument with which to guide the class, there is nothing left for her to do but to have some of her pupils do the work for her, or else — be married. In almost every schoolroom of Germany, even in the rural districts, a violin. an organ, or a piano is as much a part of the school furnishings as a black-board, and the teachers are capable performers.

It has been my pleasure recently to teach music for a time in the primary grades, and notwithstanding it was in a large measure a repetition of former experience, I was astonished, as no doubt you all have been, at the readiness

with which the little folks learned a song by rote. Two repetitions, or at most three, were sufficient to teach them both melody and words. No such readiness as this is found in any other subject of the curriculum.

(6) Each teacher ought to have at her command a score or two of beautiful ennobling songs which have grown up out of the hearts of the people. These ought to be selected to suit the advancement and special needs of her class; and she ought to make it her business to teach them to sing these songs with spirit and the understanding. Wagner expressed a deep truth when he said, "The Folk is the epitome of all those men who feel a common and collective want. To it belong then all of those who recognize their individual want as a collective want, or find it based thereon." "The popular airs of Germany," says a recent writer, " both text and melody, are the most fragraut blossoms of that country. The heart of the German people pulsates in these songs, and he who studies them will find revealed in them the German nation in all its strength and weakness, in all its virtues and faults "

One of the serious drawbacks to the progress of music in the public schools of this State has been due to the fact that teachers have not been furnished with lists of good songs suitable to their grades. An earnest attempt is now being made however to remedy this difficulty. Two of our best teachers are engaged in compiling a list of such songs and are to report on their work at this session of the Association. We believe such a collection will be of very great service to the educational interests of the State.

In the early part of this paper it was said that music is not a practical subject, using the word practical in its usual narrow sense; yet we all know that proper training in vocal music aids the pupils greatly in other subjects. The most persistent problem in the teaching of reading and vocal expression in general is the cultivation of the hearing. Unless the child has learned to hear great varieties of tonal expression, it is impossible to teach him to read with sufficient flexibility of voice to make clear the meaning of his sentences. All teachers know how difficult it is to get expressive reading, despite the fact that the thought of the selection may be clear and easily understood. It requires the most persistent and skillful teaching to prevent reading from degenerating into mere word calling. Proper training in singing is of much help here. It renders the voice flexible and creates an internal demand for true vocal interpretation. The cultivation of power to read well, refines not only the emotions to be expressed, but also results in the ability to perceive more clearly the thought contained in the selection. It is possible to express by means of a well-trained voice, shades of thought and feeling which words alone cannot carry. There gathers about many words a halo of meaning which the voice alone can reveal. The voice can make clear what explanation and mere words cannot impart. To insist on correct vocal expression is often worth more than to demand analytical exposition. The voice is far more powerful with children than dictionary definitions.

There is properly much made of nature study in our schools today, but it is almost entirely for the eye. Who ever heard of a teacher taking her pupils

out to listen? If an excursion is made at all it is always to see. Still we are much given to talking about the songs of the birds just as if we knew them quite well. In reality comparatively few of us could identify a score of birds by their notes This is true notwithstanding the fact that this phase of bird life is of very great interest from a purely scientific point of view. Pardon a single instance by way of illustration: So far as I have been able to judge, the meadow-lark found on this coast is very similar in form, coloring, and habits to the one found in tne Middle States; but his note is so markedly different in quality that one listens with much wonder. His environment, his companions, his associations in some way have combined not only to sweeten and enrich his tone, but also to change the form of the melody until the effect is strangely different. The problems of life and evolution are not limited to things visible and tangible, but appeal to the ear as well. He who has been taught to listen and has learned to estimate and interpret what he hears, can go as far into the mysteries of life as he with scalpel and microscope. True, it is another phase of life, but who will dare say that it is less important?

AMONG THE EDITORS.

There is no education but Christain education; for what it lacks of being Christain it lacks of being true education.— *Florida School Exponent.*

The schools should train the boys and girls to be accurate. No knowledge is valuable that is not accurate. He who knows and knows that he knows, is wise.— *Missouri School Journal.*

To criticise is easy. It requires no scholarship, no industry, no great labor to become an unmerciful critic. The smallest man can point out faults in the greatest.— *The Educational Independent.*

It is well enough to run in a rut, if the rut leads in the right direction and does not become so deep that we cannot see over the edge of it the glorious landscape of the world about us. Reading is a telescope through which one may look out above and beyond the rut in which the drudgery of life compels each worker to run, and through which we gain glimpses of other regions of activity that lie all around us.-- *The Western Teacher.*

ONE OF THE SIGNS OF A GOOD TEACHER.

From the "American Journal of Education"

It is one of the very best indications of a good teacher when we hear of many of his pupils going on and taking a course at some college. That teacher who leaves his pupils in a state of mind that they think they are educated when they have only gone through the eighth grades of the common school is certainly lacking in one of the many essentials —iuspiration. No matter what else the child gets from the common school course he should leave that course with a strong appetite for further knowledge.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"Two Pictures," as presented below by Mary Wood-Allen, M. D., are realistic among mothers; among teachers may be found the same type.

A little girl who was somewhat backward in her studies kept telling her mother that she was afraid she could not go on (her marking was so poor), and she was sure she could not be promoted. The mother after leaving the child in school six weeks went to visit the teacher. When asked if it would be necessary to put the child back, she replied: "She tries so hard," and then with a fond look and caressing touch, continued: "O, no, it would never do to put *her* back." She now knows the child and finds a way to help her. Nothing more was needed. The mother was grateful, the child encouraged, and the teacher pleased that she could afford encouragement where it was so much needed. This is the kind of individual work that teachers can do without any tax on their time or strength unless it be strength of character, and this cannot be weakened by being enforced; where it is in evidence there is no such word as fail, especially as she, with the mother's coöperation, knows how to "screw up her courage to the sticking place."

Another teacher, who spends many hours (of the night) with gay young people (some wee an' sma' as referred to both hours and people), has no thought for the extraordinary child, unless it be extraordinarily disobedient, and these need sympathy, love and tact, such as is evinced by the mother in the second scene, whereas they get only "dregs of wine," and the teachers are in very truth the embodiment of the busy mother in scene No. 1.

TWO PICTURES.

Scene No. I.

A mother busy sewing. A little girl, perhaps four years old, comes aud lays her head against her mother's shoulder saying: "What can I do to amuse myself?"

The mother replies rather petulantly: "I dont know, but you can go away and not hinder me. Go and play."

"But I dont know what to play."

"Play with your doll."

"I'm tired of playing with her."

"Play with your tea set."

"It's no fun playing with that alone."

"O, you're a nuisance. Go away and don't bother me so. I want to finish this dress for you to wear tomorrow."

"I don't want any new dress. I want you."

"Well you can't have me, so just make up your mind to that. If you don't quit hindering me I'll have to punish you."

hild leaves the mother's side and there is silence for some minutes. Then the mother espies the child busy with the scissors and exclaims: "What are you doing? Cutting up good pieces for your dress, I declare. Here, give me those scissors and see if you can keep out of mischief."

Gives the child a box on the ear and she goes away crying. "Keep still. I didn't hurt you. Shut right up or I'll give you something to cry about."

Silence for a few moments while the child looks gloomily out of the window.

At last she speaks, "Mamma!"

No reply. Louder, "Mamma!"

"O, what do you want? Was there ever such a nuisance?"

"May I go into the garden?"

"No, you'll get into mischief."

"No I won't. Let me go."

After more teasing the mother says:

"Well, do go and let me have some peace, but remember you'll be punished if you get into any mischief."

Half an hour later the dress is finished and the mother calls, "Come in Nellie, and try on your new dress."

Slowly the child responds and when the mother sees her she springs at her angrily exclaiming:

"Now what have you done? You've been playing in the water. Just look at your dress. And you picked my roses, too, when you knew Aunt Fannie was coming tomorrow and I wanted to see the garden looking pretty.

"I didn't pick any roses, mamma—" began the child.

"Don't tell any stories. It is *bad* enough to disobey without telling stories about it afterward. Now you shall go to bed at once and without your supper. You needn't cry. It is what you deserve for being so naughty. What a trouble children are!"

And so the little child is impatiently sent off to sullenly weep over her mother's injustice, muttering to herself, "Mean old thing!" and the mother, who really loves the child, is unconscious that she has treated her cruelly and really thinks that she is the one deserving sympathy.

Scene No. II.

Mother sewing. Little girl comes and leans against her shoulder saying: 'I want to be amused."

The mother, putting her arms tenderly around the child, kissing her, saying: 'If I were not so busy, dear, I'd come and play with you. But you'd like me to finish this dress for you to wear tomorrow, wouldn't you?"

The little girl smiled dubiously.

"I don't know, mamma. I'm awful lonesome."

"Are you dear? Well, let's see if we can make you less so. Supposing you be Mrs. Gray and you come to see me and bring Angelina and I'll give you some cloth to make a dress for her and we can visit togather."

The idea pleased the child and after the pieces are selected the little girl takes them, goes away, soon returns with her doll, and knocks at the door. The mother looks up smiling. "O, my dear Mrs. Gray. How glad I am to see you! And you've brought your dear Angelina! I hope, you have brought your sewing. I am so busy making my Helen a dress to wear tomorrow that I can't stop my work, but we can sew together. Are you making Angelina a new dress? How very pretty!"—and so the pleasant chat continues, Mrs. Gray being greatly delighted and working busily at her sewing for her doll daughter.

When a marvelous cap and shawl have been developed and duly admired there appears symptons of loss of interest, and the mother suggests that Angelina be taken for a walk in the garden.

"Only, my dear Mrs Gray, I hope she will not pick my roses. You see my sister is coming tomorrow and we want the flowers to give her a welcome."

"O Angelina can be trusted. She won't pick them if I tell her not to."

"That's just the way with my little girl. It is very nice to have such obedient children, isn't it?"

Mrs. Gray assents and takes her departure. When the mother has finished the dress she calls for Helen and the little one comes running in, her apron wet and soiled and a rose in her hand. The mother looks at her steadily but says nothing.

The little girl's glance falls on the flower she carries, and she runs at once to her mother saying, "I didn't pick it, mamma. I found it on the ground."

The mother smiles, saying, "I am glad to know that you did not disobey me. But how comes your apron so wet?"

The little one looks down surprised.

"Why I did't know it was wet. I was just playing in the water, but I thought I kept dry. Do you care, Mamma?"

"It would have been better to have asked permission, then I would have told you to put on your rubber apron and overshoes."

"I am so sorry, Mamma."

"Well, no great harm is done. Now you can take a bath and we will try on your new dress and if you'll keep it clean you can wear it for papa to see when he comes home."

"O, you're the dearest mamma in the world, and I always mean to be good and mind you." And happily the little one runs off to her bath.

The Mothers' Club, Laguna Honda School, met the first Thursday in February.

Miss Anna Stovall, of the Golden Gate Kindergarten Association, read a very interesting paper on kindergarten work. Sen. Hearst, Froebel, and G. Stanley Hall were freely quoted, and helped to make a most interesting paper. Among the trite sayings were: "Froebel was the first to say that a mother needed help, and a school lacks its best beginning without the kindergarten."

Kindergarten for all and not for a special class was particularly emphasized; also the success of kindergarten work in San Diego and other cities, and the hope that San Francisco would soon be favored with the kindergarten in every school.

The opening of Sunset Library Building was announced. In this building there is a Boys' Club, a singing class under the direction of one of the choir members of St. Ignatius Church, a reading-room, a sewing and housekeeping class, and a game room for boys under twelve. All this has come from a small beginning—a Mothers' Club.

Martha Dunn Corey, in a paper prepared for a Mothers' Club, subject, "Care of Boys," says: "Tell them all they may possibly hear, 'Forewarned is forearmed,' and then tell them the story of General Grant, who was one of a party of men at a grand supper. Said one, beginning a story, 'There are no ladies here.' 'No,' said General Grant, 'but I am here.' The questionable story was not told. There is not an American boy that does not long to emulate Grant. Teach boys early and late to love their country and their country's flag. Talk freely with them of the current events of the day. Mothers have much help in the course arranged for their children in the public schools. They are introduced to our best authors and are given glimpses from the first grade up into scientific matters. They have thoughts from Longfellow, Hawthorne and Whittier put before them. Make a friend

of the teacher and watch your sons' progress in school, but never hurry him. All these things mean the giving up of much time, but it will save hours of tears and unavailing regrets in the future."

TO THE LITTLE ONES.

"For what are all our contrivings
And the wisdom of our books,
When compared with their caresses
And the gladness of their looks;
They are better than all the ballads,
That were ever suog or said,
For they are the living poems
And all the rest are dead."

HOW TO PREVENT DISEASE IN CHILDREN.

Extracts from Dr. Cheney's Lecture.

Disease comes to children thru one of three channels — first, heredity; second, surroundings or environment; third, improper food. The school is the environments to a great extent. The buildings can be so ventilated that they are not a menace to health. The erection of such buildings are contemplated in San Francisco. So long as our present unsanitary structures must continue to be used by children, school hours spent in bad air must be offset, so far as possible, by other hours out of doors, before and after school, or on Saturdays and Sundays. It is an abomination to ask young children to stay in the house and study their lessons after school hours are over. As soon as school is out, let the children out too. Any system of instruction that calls for study at home on the part of young children is bad. They should not simply be permitted, but rather be compelled to spend the hours between the close of school and the time for the evening meal out in the open air in active exercises. On Saturdays and Sundays, too, school children should be taken to the ocean beach or to the park, or sent to spend the day in some open space where air circulates freely. I have no quarrel with the school teacher whose laudable aim is to develop the brain; nor with the Sunday school teacher whose still more laudable object is to develop the soul; but with due respect for each I will put in a plea for the child's body, which ought to be given the first tho't during the early years.

The so-called "children's diseases" are always contracted by one case from another. There seems no reason why we should not endeavor to prevent these diseases. How can we do it? In the first place, there can be but little doubt that the public schools are the common trading places for these affections. It is here that measles and scarlet fever, mumps and chicken pox and the like find their best opportunities for spread; measles, for instance, begins with symptoms like those of a common cold. The parents do not suspect for two or three days that the child has measles, and he goes right along to school just the same. But the disease can be transmitted during these days as well as later, and by the time the eruption is out and he is at last kept at home much mischief has already been done in the matter of

spreading contagion. The worst offender of all is diphtheria. Children with mild attacks are often supposed by their parents to have simple sore throat; or they may not even complain of being ill at all, tho they have a patch on each tonsil. Such cases go to school, mingle with their fellows and frequently transmit diphtheria in a virulent form. Even after this disease has run its course and all membrane has disappeared from the throat, the germs remain for some time, and may be given off into the air of the schoolroom to spread the disease.

The Child Study Club continues to meet at 1317 Octavia Street. Doctor Cheney's lecture was the subject at the last meeting, February 17th, and was of unusual interest.

The Profession of Teaching in The West.*

PRESIDENT BENJAMIN IDE WHEELER, UNIVERSITY OF CALIFORNIA.

OPENING EXERCISES.

The first number on the programme of exercises was Rosenbain's D Minor Concerto (andante; presto). It was a most skillful rendition and received deserving applause. Miss Jessie Corinne Gregory presided at the first piano and Miss Mabel Arques at the second piano. Rev. J. P. McKittrick followed the concerto with invocation. Miss Elizabeth Blasdel rendered a vocal solo, "The Conquest," by Eleanor Smith. It was a pleasing effort, and the large assemblage demonstrated its hearty appreciation. Following this solo came President Wheeler's address. He spoke without manuscript, and began by saying he would talk about education and the profession of teaching. He went over the vast field of learning with much detail, and elaborated upon the responsibility and individuality necessary in the weaving of the fabric of competent instructors.— *San Jose Mercury.*

DR. WHEELER'S ADDRESS.

"It is a profession," said he, "which devotes its work to making individuality. There is nothing more interesting than the profession of the educator. Some men devote their lives to horse racing and kindred sports, to commercial pursuits and to various business enterprises, but there are more people enrolled under the profession of education than all others among the American people. Seventeen millions of people are working and striving for knowledge under the tutelage of the American teacher. More than one in every 170 of our population is a teacher in the common public schools of our country. What a glorious condition this is. In no other country in the world is such condition seen. Many other countries are well toward us, but in this of all lands education is the supreme desire. And the teachers' profession is more responsible than all others. Here in California education is more intense; in this land where the blood of the early pioneers has made every one feel how great a thing education is. The people of California are

*Extract from address delivered to graduates San Jose State Normal School.

supremely interested in education, and what a work there is for us who are educators. All the great nations of the earth are looking toward the broad Pacific. Russia is crowding toward these majestic waters through the Siberian railway; Germany seeks an outlet through the Persian Gulf. Our own transcontinental railroads are bringing the world to us and knitting it firmly with bands of steel. This is no longer the outpost of civilization, but is rapidly becoming the center of the world's commerce instead of the Mediterranean.

OPPORTUNITY FOR TEACHERS.

"I have recently received a letter from a friend from the distant islands of our new possessions, and he states they will need 300 or 400 American teachers. California must send her share. This is only a harbinger of what is to come, and the possibilities for the American teacher in that land are manifold. It is for California, Oregon and Washington to solve this problem of American education in the domains of the Pacific.

"As I look at past experiences and analyze what education means, I say it is simply to take a young organism and supply it with normal food, nourish it and introduce it into historical channels. Numerous fads have been tried and they have failed. I place no confidence whatever in the subject-matter taught and lay no great stress on books, but real stress upon the men and women to do the teaching. There is nothing quite so important as the teacher. The natural man is a savage. He wore no clothes and had no traditions. He lived for a day—the present. The historical man lives beyond his time and beyond the centuries and the seas. He dominates time and space because he lives a historical life and not a life for a day.

FIRST TEACHINGS.

"The teachers' first duty is to install into the minds of their scholars a discipline and an obedience. Teach the young mind to do what it is told. That is a foundation stone. It is necessary that every human being recognize order in the world and a historical organism will teach this. Education deals also with furnishing normal food for the growing organism. First teach the pupils to attend. Attention is the first thing to instruct. Teach them to watch out for things and to retain in their memory everything taught them. Memory can be cultivated through attentiveness of learning. There cannot be too much memorizing. Rust wears out the mind as well as the body but no overwork of mind will send the human being to pieces so quickly as excesses of inactivity. It is not possible to give too much attention to study or memorizing. Teach the pupil to lean on himself, not to wait the supoprt of others. All weak minds come from a lack of self-support—from a habit of leaning upon others. Teach the responsibility of thinking for one's own self and helping toward good habits of life. Do not let pupils waste time zigzaging thru life like the awkward onmnibus; rather teach them to shape their course like the electric trolley, going straight to the goal without the loss of time in pursuit of a zigzag course.

PROFESSIONAL ETHICS.

"The business of being a teacher is a profession in which we want more esprit de corps. More definite ideals. There is no room in the profession for people who prefer the short cut method. We want to hold up the price because we've a right. Moral standards must especially be held up. American teachers must be equipped in the ideals they must teach. The best kind of a teacher I have ever seen is he who is full of his subject — so full of it that the very atmosphere is pregnant with his subject. He must be convinced himself, and those who he instruct will be convinced. It does not pay to pull up plants to see how the roots are developing. Cultivate the psychological tissues in the attitude of love and the soul's force in your work. Deal and act as one who is to save beings; not in the attitude of words or a learning from printers' ink, but with sympathy and love. Let the atmosphere of the school breath the teachings of health and sanity and with a divine love in high ideals will come richest rewards for your teachings''

Current Educational Thought.

GOVERNMENT BY PUBLIC OPINION.

President Hadley of Yale delivered an address last month at Princeton on Government by Public Opinion. The following is an authorized abstract. President Hadley writes to "Public Opinion" that the address in expanded and final form will be delivered as a Charter Day address at the University of California on March 23.

There are three distinct means by which the social activity of large bodies of men can be regulated : political machinery, self-interest, and public opinion. Wherever we have government by a small class political machinery is the means upon which that class relies for making its authority felt. The power which lies behind such machinery is due to the fact that this class represents the fighting strength of the community — the only power which can make itself respected abroad and at home. If the fighting power is concentrated in one man, we have monarchy ; if it is confined to a small body of men, we have aristocracy. In modern times, when large armies are needed and large numbers of men must help those armies, the extension of power which has resulted in modern democracy is the inevitable result.

Under such circumstances reliance on government machinery becomes increasingly difficult. The divergent interests of the large number of men admitted to share in the government make its problems of administration more complex. Any attempt to extend government machinery to cover all the activities of public life in that modern democracy would destroy that very freedom which such a democracy seeks to preserve.

Under such circumstances, we have had recourse to self-interest as a means to supplement the deficiencies of political machinery, and have so arranged our system of industrial activity as to make the enlightened selfishness of each individual contribute toward the common end. We have developed an institution of private property, which serves as a motive to labor and a stimulus to invention. We have arranged a system of competition which is intended to prevent trade from degenerating into a fight be-

tween buyer and seller, and makes it a means of mutual advantage. We have gradually transferred these ideas of coincidence of public and private interest into a field more extended than that of economics, and have tried to develop a system of political, and even of personal morality, along similar lines. Instead of compelling people to obey laws because they were imposed by a superior authority, we have striven to show that they have a personal interest in obeying such laws — that by a violation of public advantage they will in the long run hurt themselves scarcely less than they hurt others.

The first effects of the substitution of freedom in the pursuit of self-interest for the restrictions imposed under the older system were most salutary. But as time has gone on, we have come to see that self-interest, in the present degree of human intelligence, produces a mixture of good and evil with which we can not rest satisfied. We have come to a point where we regard the principles of political economy in their true light, as a valuable scientific discovery, but not in their false light, as a panacea for social evils. Under these circumstances, there is a strong tendency to revert to the old system of special legislation; this legislation in modern democracies being based on the opinion of the majority, more or less clearly ascertained, rather than on the physical power of the class, acting in its own interest. But the results of this exercise of power by modern democracies by no means promises to solve the question of properly ordering our political life. Ill-devised statutes, passed under the influence of this idea, seldom produce the effect of coercing the wicked. Sometimes they are so systematically evaded as to become a mockery. Sometimes they simply result in inconvenience to good and wicked alike. Sometimes they are allowed to degenerate into a means of blackmail. Nor is it really possible that most of them should result otherwise. A statute passed by a majority, in the fact of a reluctant minority, does not represent the will of the people. It is legislation in favor of a class, which happens at the moment, through methods good or bad, to control the greater number of votes.

Most people object to trusts. Why? Largely because they do not own them. If a man really believes that a trust is a bad thing, and would refuse to countenance its proceedings if he were given a majority interest in its stock, he can fairly call his own objection and that of men like himself by the name of public sentiment.

If, however, the critic is trying to do on a small scale what the trusts are doing on a large scale, and objects to their practises because he is at the losing end of the transaction instead of the winning one, his words count for nothing. No matter how many thousands of men may feel as he does, they have no right to call their feeling by the name of public sentiment; nor can they expect anything to result from this feeling except the passage of a certain amount of ill-considered and inoperative legislation. It can not be too often repeated that those things which a man is prepared to maintain at another's cost, but not at his own, count for little in forming the general sentiment of a community or in producing any effective public movement.

The essential mark of a gentleman, distinct from accidents of birth and clothes, of manners and speech, is his readiness to accept trusts, even when

they are personally disadvantageous. This readiness is characteristic of the American people. It makes them essentially gentlemen. It also makes them capable of self-government. There is much which is as yet defective in our social and political code of honor; but the fault is in the code and not in the men, and therefore the task of the reformer is no insuperable one. For a political leader who has fixed standards of right, and a belief in the capacity of the people to accept those standards, the times are always ready. Calhoun and Clay and Webster and Lincoln differed in their opinions, but they were alike in the subordination of the note of personal appeal to that of public sentiment. The spirit in which they met and finally solved the problems of the nineteenth century is that which we must carry into those of the twentieth.

SCHOOL EXHIBITS AND PEDAGOGICAL MONOGRAPHS FROM THE UNITED STATES AT THE PARIS EXPOSITION.

GABRIEL COMPAYRE, PRESIDENT OF THE COUNCIL OF THE UNIVERSITY OF LYONS, OFFICER OF THE LEGION OF HONOR.

From the "Revue Pedagogique" No. 8, August 15, 1900.

The *Revue Pedagogique*, in its account of education at the Exposition of 1889, expressed its regrets that the United States had not profited by that occasion to give their school system a prominent place. The truth is that eleven years ago the few articles placed on exhibition in the name of American schools, mingled with photographs in the section of Industries, did not make a figure worthy of that great nation. This time the United States have their revenge. Nothing has been neglected which could give their school exhibit of 1900 the impressiveness which it merits.

To begin with, the space allotted to the American exhibit, although none too large, is not so confined as it was in 1889. The exhibit is quite coquettishly installed in five or six spacious alcoves, which are separated from the gallery in which they are situated by a light and graceful facade, designed by an American architect. Upon the exterior panels of this facade are presented views of the Boston Institute of Technology, a veritable palace which, with its galleries and rich decorations, has the appearance of a theatre or opera house. Two entrances give admission to the interior of the exhibit; that on the left leads to the division of elementary schools, and that on the right to the university section. But the exhibit embraces all grades of instruction, and is divided into several distinct sections, wherein are classified in perfect system the things relating to, 1st, primary instruction; 2d, secondary instruction (high schools, colleges, etc.); 3d, technical instruction; 4th, professional instruction; and 5th, superior instruction (universities).

The organizers of the exhibit have made the most of the few square meters of space which was allotted to them, and have been most ingenious in arranging a great many things in a small compass. Around each room runs a shelf or ledge, beneath which are cases, or open shelves, containing easily accessible documents of interest, such as bound volumes of scholars' copy books, reports of boards of education and of school superintendents

and other administrative officers. Above the ledge are photograph albums, specimens of school work, drawings, programs and pamphlets; while above these again, upon the walls, are photographs, statistical tables showing the number of schools, teachers and pupils, and maps — one of the latter showing, by the way, the two continents of Europe and Asia combined under the name "Eurasia,"— in short, the collection contains everything which can be brought before the eye in school work. A clever means for increasing the surface for exhibiting their display, which the Americans adopted, is that of movable frames,—"winged frames," as they are expressively called, — arranged in such a way that some twenty pictures can be shut together in a shallow case and opened at will, like the pages of a book.

The organization of an exhibit of such importance, at a distance of three thousand miles from home, required, it is hardly necessary to say, the expenditure of a large sum of money. But the United States do not mind expenditure, and have good reasons for their liberality in that respect. The total outlay was not less than $80,000, and what is interesting to note is that this considerable amount came from different sources. The State of New York gave $10,000, the city of New York as much more; the cities of Boston and Chicago $5,000 each; while other cities, Denver, Albany, St. Louis, etc., also contributed to the expenses of the undertaking.

A valuable exhibition, especially a foreign one, needs persons to explain it properly and present it to visitors in a suitable way by directing their investigations and making them at home in their new surroundings. In this respect, too, the Americans conducted matters on a liberal scale. There were attendants and obliging cicerones, both men and women, some of whom spoke French as well as English, who were ready to do the honors of the house for visitors. Their chief was an administrative officer of distinction, who holds a high position in education in the United States, Mr. Howard J. Rogers, superintendent of public instruction of New York, upon whom devolved the double direction of the American sections of education and social economy. Mr. Rogers, who remained in Paris during the entire period of the Exposition, was not satisfied with organizing and superintending the American exhibit and welcoming to it French and other European pedagogues but, with characteristic American initiative, with the assistance of his countryman, Mr. Alfred T. Schauffler, "associate superintendent" of the city of New York, he inaugurated addresses in the palace of the Congress upon school life in the United States. The originality of these talks consisted in using the cinematograph and even the phonograph as aids to the lecturer. In fact, an Edison cinematograph brought before the audience scenes from school life, such as children of a kindergarten at their games and older pupils saluting the American flag while singing the national hymn; while a phonograph placed on the lecturer's table accompanied the views by rendering the songs, which seemed to proceed from the lips of the youthful patriots seen in the pictures.

But pictures and voices are not the only things which Mr. Rogers brought us from New York. However spirited may be the effort to render an exhibition of school matters complete and attractive, objects presented to

the eye are always insufficient to represent faithfully the actual work of the schools. We cannot, therefore, sufficiently thank the representatives of American education for having been at the pains to prepare for the Paris Exposition a detailed study or set of monographs, full of information, upon each branch of their system of instruction, or "education," as they call it, which leave nothing relating to their admirable institutions of public or private instruction unexplained. The State of New York took the initiative in this important work, the whole of which forms two volumes of five hundred pages each. It is in imitation of the pedagogical monographs prepared under the direction of M. Ferdinand Buisson for the French Exposition of 1889, but with the essential difference that the American monographs are not confined to primary instruction but include institutions of all grades. They are the work of competent writers and distinguished specialists, among whom are some of the greatest authorities in American pedagogy, Drs. Harris and Draper, for example. Professor Nicholas Murray Butler, of Columbia University, N. Y., editor of the *Educational Review*, is the author of the introduction, which is full of substance, and sketches in bold lines the condition of education in the United States. These monographs are nineteen in number.

It would be very desirable to have this valuable collection translated into French. Who could tell us about American schools better than the Americans themselves? Would it not also be a timely act of politeness and one worthy of French hospitality to render into French, and place within the reach of all friends of instruction, original documents which are a mine of information, and have been prepared for us with such care and at such a disregard of expense that 5,000 copies were intended for gratuitous distribution in France?

SCHOOL REFORM.

A Reply to Professor Munsterberg by Charles De Garmo.

The first emotion that greets one upon reading that the training of teachers is a pseudo-reform, is that of wonder that a professor from Germany could make such a statement, at least without first trying to reform his own deluded fatherland. One is loath to contradict Professor Münsterberg's statement that his teachers knew no education, but one may be permitted to ask how they escaped it, since Dantzic has been a part of Prussia since 1793, and in Prussia all teachers were required as early as 1826 to have a year of trial teaching under criticism, and since 1831 have had to pass examinations in education. At present all candidates for positions in gymnasiums have to spend two years in professional training after leaving the university. Why Professor Münsterberg suffers so dark a blot on the educational system of Germany to go unrebuked when he condemns the same thing in America may be left to conjecture. Perhaps he would not open the door to expose this family skeleton. Since on the average the university candidate for teaching must wait six years for a position, perhaps the professor tolerates the professional training as a species of busy-work, harmless in itself and

calculated to occupy the time of the waiting candidate, so that deceived by the appearance of doing something useful he may not jump into the river to end the tedium.

But whether the training of teachers is a real or only a seeming reform must be settled, not by an appeal to the experience of any other country, however enlightened, but by an examination of the question upon its own merits.

It may be granted at once as a self-evident proposition that professional training of teachers is not a substitute for scholarship. Swimming is a needless accomplishment where the water is very shallow. The only debatable question is whether such training is a useful addition to scholarship.

Professor Münsterberg expresses astonishment that a teacher should have any interest in the educational value of the subject he teaches. It is a new idea to him. He always supposed the government settled that question once for all. The studies are food. All we have to do is to swallow them and trust to mental digestion to do the rest. This position ceases to be surprising, however, when we consider the educational function of government in Germany, and the assumption that there is but one curriculum to be considered, and the further assumption that mind extracts virtue from studies as the digestive system does from food. A lobster was once defined to be a red fish that walks backward; but this definition had three difficulties: first, the lobster is not a fish; second, it is not red; and third, it does not walk backward. So in American schools there are three objections to the position taken: first, our government does not settle educational values; second, we have no orthodox fixed curriculum imposed upon all; and, third, studies are not food subjected to unconscious, mechanical digestion, where all virtue is assimilated and all waste excreted. At least some American teachers, namely, those who make courses of study, must understand educational values or make their courses entirely at random. This Professor Münsterberg admits. But it is contended that all American teachers should understand educational values as an aid to intelligent teaching. Knowing somewhat definitely what they are trying to accomplish, the ends they should reach, they are thereby rendered more able to teach their subjects well, for when we come to mental assimilation, the mind can as easily retain the false and reject the good as the reverse.

B. A. HINSDALE.

James B. Angell, University of Michigan.

Professor Hinsdale was born of good old Connecticut ancestry in the Western Reserve of Ohio. He was inured in his boyhood to hard labor on the farm. From the common school he made his way to the Eclectic Institute, afterwards known as Hiram College. Here not long after his graduation he was associated as professor with Garfield, who was some years president of the college. From that time he was on terms of the greatest intimacy with Garfield, and succeeded him in the presidency of the college. After twelve years of efficient service in that office he accepted the superin-

tendency of the schools of Cleveland, Ohio. During his incumbency of these important posts his discussion of educational subjects attracted attention thruout Ohio and far beyond the limits of the State.

In 1888 he succeeded Professor Payne, now president of the Peabody Normal College at Nashville, Tenn., as professor of the science and the art of teaching in the University of Michigan, and held that position till the time of his death, November 29, 1900. He brought to his new duties the fruits of large experience and of wide study of educational problems, and a deep personal interest in students who proposed to prepare themselves for teaching. Combined with his interest in education he had always cherished an almost equal interest in history, especially in American history. This fact was influential in shaping his instruction in education. While he was familiar with the leading philosophical theories which are presented by prominent teachers of education, his mind naturally dwelt much on the history of educational movement in this and other countries, and on the development of various experiments and systems, and with his calm and wise judgment reached sane conclusions by criticism and induction. He was peculiarly fitted by his judicial cast of mind for making this kind of study profitable. He was eminently free from any tendency to adopt what are called educational "fads." Every theory and every suggestion were brought in the presence of his classes to the test of sound common sense, with which he was most richly endowed.

His mind was so logical and well balanced, and his ample learning was always so readily at his command, that, tho not gifted with the graces of oratory, he was very strong in public debate. Whether in faculty meetings or in public educational gatherings, his power of summing up and then of sustaining or of opposing with destructive power the arguments which had been presented on either side will be long remembered by those who have heard his forcible speech on such occasions. He would have been a vigorous advocate at the bar or debater in parliamentary bodies.

He was a most faithful college officer. Crowded as he always was with his own work, he discharged with the utmost fidelity all the duties assigned him on committees, and took an active part in the consideration of all propositions brought before the faculty or the university senate for the promotion of the interests of the institution.

He was a man of untiring industry. The production of no less than fifteen meritorious volumes in history, Biblical study, biography, and education, in addition to a large number of contributions to magazines and reviews, of elaborate reports to State and National educational associations, and of public addresses on many subjects, while he was discharging the duties of an exacting profession, bears witness to his extraordinary power of fruitful activity. Endowed with a most robust constitution, he did not realize that in his passion for work he could overtax it. Yet we cannot doubt that he did at last make too heavy a draught on his strength. But life without power to work had no charms for him.

He was a man of the highest moral and religious character. He was a most genial and helpful colleague. With all the work, he was ever ready to

pause and help with his fruitful suggestions his younger colleagues or any one of his pupils. He expressed himself with a frankness which to some might occasionally seem like bluntness. But this was because he was absolutely honest. He was generous in his judgments of others, but independent and fearless in forming and expressing his opinions of measures, whether educational, political, or religious. There was a noble manliness in him, an upright and downright integrity of make, an inspiring devotion to whatever is uplifting for man, which commanded universal respect and esteem, and which will make his memory ever dear to all of us who had the good fortune to know him.

THE ART OF TEACHING.

Extract of address delivered to graduating class of San Jose State Normal by Morris E. Dailey.

Generous forbearance of differences is the duty of manhood and of citizenship, the neglect of which becomes more hurtful as it becomes more general. Whether this nation shall fulfill the glorious destiny to which it is invited, rests with us and with those who shall come after, not with those who have gone before, for the real constitution of the country is not inscribed on ancient parchments, it is read in the character of its citizens.

When the old philosopher Thales was asked what was difficult, he said: "To know one's self," and what was easy, "To advise another." To me is given the easy task of advising you.

St. Augustine said of teaching: "A golden key which does not fit the lock is useless, a wooden key which does, is everything." The true teacher has to fit himself to the mind he is teaching. To use one key for all locks is no more senseless than to use one method for all minds. We sometimes hear of born teachers, and, no doubt, there are some such; but, after all, the business of teaching will have to be carried on for the most part by teachers who are made, who have learned the business. Teaching is not only a science but an art, and as such must be learned. It is very true that all will not become skillful artisans, but ample preparation by study and observation will often enable the bungler to become sufficiently adept to turn out a finished product which may be a credit to himself and the community in which he works.

Sabin says that there are only four indispensable requisites in the preparation of a teacher — "knowledge of subject matter, uprightness of character, a desire to improve, and common sense." If any of these are wanting, nothing will supply the deficiency. A few good books thoroughly studied are better than many half digested. To read all, a teacher, especially a young teacher, would be in the condition of the schoolmaster character in Dickens. After enumerating a long list of his acquirements, he says: "Ah, rather overdone, Mr. Choakumchild. If he had only learned a little less how infinitely better he had taught more." There are three virtures, if you will allow the expression, which every successful teacher must have — patience, firmness and tact.

Good health is another essential. A teacher who is dispeptic cannot be

pleasant, at least not as pleasant as if digestion were perfect. A teacher owes it to herself and to her pupils to be cheerful and pleasant and sunshiny as a summer's day. A man or woman who cannot cultivate an agreeable disposition, or whose health will not allow it, should find other employment This is especially true of primary teachers. I am aware that some of the most dyspeptic and crabid university professors are so full of their subject that we are willing to take the thorns for the sake of the roses. The health of public school teachers has not been sufficiently emphasized. I have never yet heard of a certificate being withheld pending a medical examination.

The school is always what the teacher makes it, and the teacher is what her own training makes her. Some natural gifts are necessary ; as quick perception, the faculty of order, love for the work, and aptness to teach and govern. Anyone entirely destitute of these had better seek other employment. Experience, which is so essential, time only will bring. With a high ideal, an earnest purpose, love for the work and good sense, any teacher may take front rank in the profession.

No truer picture of the ideal teacher was ever drawn than that of Sir Richard Steel of Lady Hastings, "To behold her is an immediate check to loose behavior; to love her is a liberal education."

INDUSTRIAL EDUCATION IN THE SOUTH.

In the February number of the *Southern Workman*, published at Hampton Institute, President George T. Winston, of the North Carolina College of Agriculture and Mechanic Arts, makes an able plea for the industrial training of both races in the South.

After pointing out some of the mistakes make by the Government and by private Northern philanthrophy in attempting to improve the lot of the Southern negro after the Civil War, President Winston declares that the resultant of these well-meant efforts on the part of those who did not understand the black race or its needs was to arouse the interests and energies of the race in the direction of political, religious, social, and educational, rather than toward industrial achievement.

THE NEGRO PROBLEM IN ITS ECONOMIC ASPECTS.

Considering the material side of the Southern negro's existence, President Winston shows that the war left him in worse condition than in slavery, and that, while improvement has been made, the opportunities for industrial advancement have been too generally neglected and will not always remain open. He says:

"The real struggle of the negro race is industrial. It is a struggle for better living — for better food, better clothing, and a better home; for a house with more rooms than one, where a family may live together in decency and modesty; for better sanitation and better health, for freedom from debt, for skill in labor, for thrift, economy and industry, for opportunity and ability to earn $2 or $3 or $4 or $5 a day, instead of 10 cents or 30 cents or 50 cents. This is the real race struggle. It was the real struggle on emancipation; and it will remain the real struggle until the negro wins it, and through the victory rises to a higher intellectual, moral,

religious, social, and political life; or, until he fails and slowly passes out of life,—an incompetent.

"It is easier to diagnose the case than to prescribe the remedy. It seems to me, however, that the things to be done now are the things which should have been done on emancipation.

"1. Let government and philanthrophy unite in giving the race industrial training and stimulating them to industrial achievement. The whole field of skilled labor is still open to them in the South. But, unless they occupy it soon, the opportunity will be gone. Metal-working, wood-working, textile industries, manufactures of all sorts, now offer negroes as well as whites abundant opportunities for the exercise of skilled labor.

"2. Let them be encouraged as much as possible to agriculture; for in this occupation they can most easily procure homes and be independent of race friction, prejudice and oppression. I am inclined to believe that the negro is not far enough from nature to live in cities and towns. He is a child of nature and his home is in the country. A fearful rate of mortality amoug the negroes prevails in nearly all the southern cities and towns; it is not so in the country. With land selling at $5 to $10 an acre, and with timber abundant, it is possible for any industrious family to purchase a small farm, construct a house, and furnish a home. Lack of space forbids my dwelling upon the advantages of a farm for the proper rearing of children in a negro family, compared with the disadvantages of towns and cities.

"3. The race should let alone political matters, leaving them to be settled by the whites, whose sense of justice and self-interest, as soon as the irritation of the past is allayed, will not only protect the negro in his rights, but will also invite and assist him to larger development.

"4. The friendly relations so long existing between the negroes and the whites in the southern states should be restored. It is frightful to consider how unrestrained the present generation of negroes is growing up. Their parents have neither the knowledge nor the character to train them properly. The schools and the churches are unequal to the task. The negro needs the help of the white race to do this work. It cannot be done thru a few missionaries, or even thru millions of dollars freely given to schools and colleges. For the proper rearing of negro children, indeed — for the proper restraint, guidance, development, and progress of adult negroes — the race needs the daily and hourly sympathy, support, help and inspiration of the southern whites."

President Winston complains of a certain lack of personal sympathy between the new generations of the two races. Such sympathy existed under slavery, but since the war it has gradually disappeared. To this he attributes the differing staudards of morality for the two races, which are found almost everywhere. Public sentiment can no longer be brought to bear on the negro as an instrumentality for promoting morality.

DR. HINSDALE'S INFLUENCE IN AMERICAN EDUCATION.

W. T. Harris, Bureau of Education, Washington, D. C.

Dr. Hinsdale came into the public schools of Cleveland after he had made a good record as college professor. From the beginning he brought with him a spirit of critical inquiry into the work of the elementary public schools. He wished to know the reasons that had prevailed in adopting the lines of work which he found to be followed with much uniformity thruout the various states. He began to show the results of his inquiries by pointed articles in educational periodicals. He made himself the master of the literature of

the subject, and put in his word of criticism and his plea for modification here and there.

In this way his writings from the beginning were very valuable as exciting a profounder habit of thinking with regard to educational theory and practice in the common schools. While he was superintendent of schools of the city of Cleveland his criticisms were written mostly for periodicals. In 1888 he became professor of the science and art of teaching in the University of Michigan, and from that time on his writings appeared chiefly in book form. His treatises on studies and discipline in secondary and higher education, including such topics as the method of studying history, the method of teaching language, the art of study, Horace Mann, were books. Shorter articles from him appeared in the annual reports of the Bureau of Education and included among others his observations on education in Italy, the educational history of the old Northwest, and the educational provisions in State constitutions. Every year during his useful life he produced a harvest of research in these lines. I append a bibliography which doubtless needs much for its completion, but is as full as I can make it with the resources at my command.

Dr. Hinsdale impressed persons meeting him as a man of unusual character and ability and as possessing high ideals of educational scholarship. He commenced writing on questions relating to the theory of education, and then confined himself more especially to the educational history of the country. His contributions on this subject are of permanent value, and future investigators will gladly use his labors. Professor Hinsdale was one of those systematic students who grow rapidly in proficiency in their specialty as time goes on, and his later and latest writings may be justly considered his best. He fell in what should have been the middle period of his usefulness, and the cause of education in America suffers great loss in his death. The consolation left for his colaborers is that he worked so earnestly and completed so much.

SCHOOL CHILDREN AND FLOWER SEEDS.

From "Highways and Byways," in the March Chautauquan.

How can public school children be interested in beautifying their home surroundings? To many communities which seek an answer to this question, some account of the success achieved in one of the largest cities in the United States may prove suggestive. The Home Gardening Association of Goodrich Social Settlement, in Cleveland, Ohio, encouraged by experience among their neighborhood people, sought to extend their work last year through the public schools. With the concurrence of the school authorities the association secured a special committee of three teachers to take official charge of this movement. A circular was sent out to the teachers and pupils, explaining that packages of seeds of easily grown flowering annuals — four o'clocks, nasturtium, zinnias, morning-glory, bachelor's buttons, larkspur, marigolds, and calendula — would be supplied to pupils at a cost of one penny per package. Each pupil received a card on which choice

of nine varieties was allowed; the teachers collected the cards, and the result was that nearly fifty thousand packages were asked for.

The teachers were requested to give talks upon the preparation of soil, effects of sunshine and shade upon plants, the proper time for watering them, and other helpful hints concerning the planting and culture of flowers. On each package given out, plain directions were printed for the children to follow. Between the last of February and the middle of May the children bought 48,868 of these packages, the sale of which, at a cent apiece, covered all expenses of introducing the experiment, the cost of over two hundred pounds of seed (bought in bulk), envelopes, packing, and printing. The fact that the movement can be made self-supporting is a point to bear in mind if public school authorities are inclined to look with disfavor upon adding to the burdens of school management.

The interest taken by both pupils and teachers in the work during the spring months led to the suggestion that, at the beginning of the school year in the fall, reports of the success of seed planting should be made, and a day set apart for a flower-show, in which the children might exhibit the plants or flowers they had raised during the summer vacation. The reports show that about seventy-five per cent of the home gardeners thus enlisted were successful. Aside from the pleasure in growing the flowers and the improvement of the home surroundings, these reports show that the children took the greatest pleasure in sending flowers to their friends, to sick people, and to various charitable institutions.

The success of the first year of this experiment warrants enlargement of the plans for the current year. The Home Gardening Association has placed about three thousand potted bulbs in the schoolrooms during the winter season, together with printed directions for taking care of them, and stereopticon lectures, showing what has been accomplished in the way of beautifying barren surroundings of homes in even the most congested quarters of cities, are being given from time to time. The president, Mr. E. W. Haines, says that land has been secured adjoining one of the schools, which will be turned into a school garden this spring, and there is reason to believe that the interest aroused in the culture of flowers, through this movement, will result in the establishment of a botanical garden by the park authorities.

CHILD-STUDY AND EDUCATION

James Sully in March Number the "International Monthly."

I take it that there is a special behest laid on us just now to raise our ideals in education. It is not necessary to say that we have fallen on a day of vulgar aims and lowered standards of life. It is enough to remind the reader that the air is full, as, perhaps, it has been full before, of the worship of what is not the best, not the best attainable; full, too, alas, of a cynical laughter at any suggestion of aspiring to this higher level. The minds of the young come at an alarmingly early age in contact with the newspapers and magazines which reflect this worship of the unworthy. What chance, then, of our children growing up so as to help to bring about "a better con-

dition of things"? Shall we trust in these days to the pulpit to neutralize the effect of the worse features of the popular temper? It may suffice to say that this would be risky. If the parent and teacher fail to hold up the standard of a "nobler good" we can have no assurance that our children will ever get near it. One cannot ignore the fact that there is much in the state of education at this moment to make one feel uneasy on this point. The moral training of the home, the most vital of influences, is apt in these days to be shirked, and where it is undertaken with some degree of seriousness hardly escapes the lowering effect of easy popular standards. Teachers, again, with the pressure of the examiner and the inspector ever behind them, have but little time to consider any more remote end than school-successes. It is to be added that in this scientific age the tendency of thought about education with parents and teachers alike, will be towards child-study rather than towards any thoughtful reconstruction of ideals of character.

Yet the conclusion remains firm that what is needed before all things, before child-study itself, right and commendable tho it be, is earnest reflection about the future of our children, reflection which shall lift itself above all conventional ideas of what is good, and test itself in the full white light of ethical thought.

AN EDUCATIONAL LEADER.

"Education."

Mr. John Swett, now retired, but for a generation the most pronounced leader in public education on the Pacific Coast, in his varied service to the teaching fraternity has done nothing more valuable than the revision and republication of his treatise on teaching, which first appeared several years ago. He seems to have been the first of the authors of this type of publication to realize the fact that one of the most essential qualifications of a good teacher is a knowledge of what has been achieved in education in the past. In the rage for "new thought" in school-keeping our educators seem to have forgotten at times that the school is one of the most important, and certainly one of the oldest of human institutions. Probably as much thought and high purpose and sacrifice has gone into it, and as much valuable experience has descended to the modern teacher from his predecessors, as to any professional body. The attempt so often made to teach and write about the public schools of our country without a correct knowledge of their origin, history, and vital relation to the American order, practically turning the back on three centuries past, and regarding this field of labor as a realm in which "all things are new," is one of the most harmful educational blunders of the time. It is a significant fact that the one American educator who has done most to build up a successful system of common schools in a new country, should devote nearly one-half the space of his final volume written for teachers to the most concise and illuminating summary of the history of school-keeping that has been yet produced. Henceforth, until something better has been produced in this line, Dr. Swett's treatise will remain the

one among the multitude of similar volumes that no young American teacher can afford to do without.

THE PRESUMPTION OF SCHOOL BOARDS.

Col. F. W. Parker.

One of the profound mysteries in this world is the marvelous psychological change that comes over respectable, intelligent and otherwise wise laymen when they are elected by their fellow-citizens to serve on school committees. Persons who would never dream of superintending an electric plant, managing a railroad, building a bridge over Niagara, leading an army or commanding a ship, enter upon the duties of a school committee with the astonishing presumption that they can with safety minister directly to the welfare of children, mold society into right living, and shape the destinies of a nation by means of common education; that they can make courses of study, select teachers, examine pupils, and manage the internal and pedagogical affairs of a school system.

This prevailing state of affairs would be ridiculous were it not so awfully solemn. The presumption of school boards is the acute distress of the nation; it is the culmination of bad politics, the very worst by-product of democratic evolution. For this presumption millions in money are wasted every year, countless children suffer, and free government is imperiled.

THE SUPERINTENDENT FROM THE PRIMARY TEACHER'S POINT OF VIEW.

Extract from Alice Irwin Thompson in February Forum.

The ways in which a superintendent can hinder or help a primary teacher are many. That a superintendent would intentionally hinder any teacher is, however, unworthy of a moment's notice. Nevertheless, the hindering ways are distressing and multifarious; and the only consolation lies in the fact that no one man has ever yet been able to compass them all. But let us particularize.

In the first place, there is *the superintendent with a hobby.* A large percentage of our superior officers ride a gayly caparisoned, dappled steed that gallops industriously and gracefully from September to June without getting anywhere. Having selected the primary department as the best training ground, he brings in his hobby and winds it up. Sadder still, he keeps it wound up.

By a system of reasoning bearing his private monogram our superintendent has arrived at the conclusion that arithmetic, for example, is the central subject about which all other studies group and find their true relation. The primary teacher receives her instructions accordingly. She must twist and turn every subject — reading, language, phonics, art, or science — until she is able to discover some attributes of quantity or magnitude, or both. She must do this regardless of their obscurity or their remoteness from the central

point in the lesson. The numerical attributes must be dragged forth, and the children set to find the relations existing between them. They are to lisp in numbers whether they come or not.

Their efforts at art — the crude little drawings done in impossible colors, so dear to the heart of the teacher — are an offence and an abomination to this superintendent. He will have none of these drawings, he avows, "because they are neither true nor exact." There must be no idle wanderings in the field of fancy, where the lilies and daisies run riot and smother the sturdy seeds of accuracy he has sown.

In music he requires the pupils to give with absolute correctness and oily glibness the relative values of notes down to the hemi-demi-semi-quaver: they must beat the time with an emphasis and precision which the superintendent can recognize afar off. It matters not about their strident tones and lack of expression. The mathematical ideas must be developed first, and the others will develop spontaneously. If they shouldn't happen to do so, it is of no consequence. The one thing needful is being done — the children are preparing to meet a world that measures much and carols little.

It is hard to leave the hobbyist right here without saying some good things about him; but we must pass on to consider the ways of his colleague, *the experimenter* — the superintendent who has no hobby, but is making strenuous efforts to find one. Most likely he is a graduate of some higher institution of learning. He flourishes a crackling diploma and jingles medals galore for football and oratory; but the great requisite, pedagogical insight, he has never come in sight of, not even at long range. A tactful primary teacher can manage a superintendent with one hobby, without serious inconvenience to herself or permanent injury to her pupils; but when it comes to serving under a hobby hunter, or chronic experimenter, the case is much less favorable.

A teacher so situated was once asked if her superintendent had as yet succeeded in finding the primary panacea.

"No," she replied, wearily. "He is as restless and fanciful as a bantam hunting its first nest." And then she went on to describe their preliminary faculty meeting and the superintendent's inaugural address. How he impressed upon them the grave responsibility resting on the primary teacher, who must lay the corner-stone of the pupil's future career, and build the foundation of twelve, possibly fifteen, years of scholastic work! How he urged them to select their materials with the greatest care! How he besought them to build upon the solid rock, to be thoughtful, steadfast, and kind to these confiding, innocent babes, fresh from their mothers' loving arms for — "Of such is the Kingdom of Heaven." There were tears in his classic eyes.

He said all that, and straightway turned that teacher's little kingdom into an experimental station, as if these "confiding, innocent babes" were so many incubated chicks, or Belgian hares, or scared rabbits. Having missed the main issue himself, he fell an easy prey to all the educational theories afloat. One week he had the teacher put numbers first on the program,

because he had just read that the reasoning faculties were brightest in the early morning. The next week he read that memory held the boards from 9 A. M. until 2 P. M., at which latter hour the imprisoned reason stalked forth and reigned till the sun went down. The program was changed again.

At another time he appeared before the long-suffering teacher with an expression such as Columbus wore when he touched San Salvador. He had discovered that no child was able to make the proper associations for more than one new word a day. For proof he showed her an article in an obscure publication, and bade her read it. "It was sound," he said. "It was all sound," she thought. To carry out the theory of that stray article, he requested that thereafter she should teach but one new word per day.

"Hers not to make reply,
Hers not to reason why,
Hers but to do and cry!"

After that she got out the glossy manual which the superintendent had compiled all by his lone self, and she read: "Grade A must finish the First Reader in one year." Now there were 176 days in that school year, and there were 417 different words in the reader. One word a day! How could she manage it?

Happily, the "one-a-day" plan was soon displaced by a scheme of grander proportions. This time he came heralded by a rattling, rumbling sound that brought the pupils up standing. Upon his face a great radiance shone; from his neck a tape line dangled; in his left hand swung a pair of prodigious calipers; with his right he trundled a platform scale loaded with apparatus for eye tests and ear tests, with height gauges, ergometers, thermometers, spirometers, etc. The regular recitations were suspended while the instruments were exhibited and explained, and a few of the braver children measured and tested. The teacher was furnished with a new basis of classification and promotion, in which the physical record played an important rôle. She was ordered not to admit to the school in future pupils who should fall below certain standards of weight and measure.

No attack should be made upon *judicious* experiments. Without them teaching would be but a synonym for groove-running. But there is abundant reason for objecting most emphatically: (1) To a superintendent's utter lack of discrimination between good theories and bad ones; (2) to his haphazard way of springing experiments upon a school without consulting a teacher; and (3) to the rapidity with which he crowds theories upon a teacher, without allowing her time to weave even the worthy ones into her own originating force.

In this world of extremes, the *experimenter* is usually followed by the *fossil*, who calls himself a conservative. If he has fallen into this antiquated state from lack of energy or from lack of ability, he amounts to nothing as a working force. Under such direction, or lack of direction, rather, the timid teacher gives weak, ineffectual service, while the over-confident teacher rushes ahead, carrying out such plans as seem good for her particular de-

partment, but she does it in total ignorance as to whether these plans will find logical sequence in the higher grades.

Then there is the *fossil from choice*, the worst conservative on the terrestrial ball. Oppose him, and he is a tyrant; obey him, and you are a fossil yourself. The kindergarten, which the experimenter fitted up so elaborately, this fossil passes over with grim and silent forbearance. In his cold and glassy eye the teacher reads that she, of all others, may not dwell long in the laud of the conservative. And, under the combined blight of her too-evident sadness and his disapproval, the little people eudure more than tiny tongues can tell.

But in no department does he set his hand and seal so firmly as in the primary. There the way of the teacher becomes invariably hard, while the way of the learner becomes infinitely harder, because it is infinitely more abstract. The typewriters and printing-presses he conveys to the high school laboratory — for experimental purposes. The sand and clay in stock he suffers them to use, for the sole reason that he wastes nothing, not even dirt. Every pupil, down to Tommy in his sack apron — must have a Universal Speller. He revives the toe-mark. With his own hand he paints that dismal line of bluish brown. He forces beginners to print three months even if they could write when they entered school. He longs for the slates his grandfather smeared, and sighs for the gourds that hung by the well.

The hinderers all live in the same block — the stumbling block — so it is only a step over to the *mechanical superintendent.* He is known by the supply catalogues, library schemes, sample diplomas, registers, elaborate reports, blackboards, erasers, coal-hods, brooms, and fiery furnaces, out of which he has constructed about himself a wondrous wall, which no primary minister or infantile legation has ever been able to penetrate or scale, and come in contact with his professional personality.

He visits the primary department periodically, standing in full view of the school while his eye travels critically over the windows in search of faulty ventilation or bad lighting, across blackboards that should be clean and glossy as a raven's wing, into corner's for webs, and beyond the shadows for he-knows-not-what. He looks at the thermometer, rattles the register, and takes an inventory of the cabinet. Then he bends double and peeps down each aisle to see if the children's feet touch the floor squarely. The pantomime is so interesting that all recitations have long since been abandoned. He rounds up at the teacher's desk, secures her record, and tramps out. The mechanical details are all right. Miss Blank is a good teacher.

No fault can be found with his material conditions for instruction. In the realm of matter he is indeed a genius; but when he undertakes to apply the same principles to an elusive spiritual thing like the mind, he is unique. His course of study cannot be matched in logical arrangement of subject-matter, nor can it be equalled in ignorance of the natural development of a human soul. He has a neat, precise method for each individual study, which the teacher must use to the exclusion of all other methods. This, together with the course of study, is a bit hard on the pupils; but, like

Squeers's treacle and brimstone, "it's good for 'em."

His catalogue, too, is clean-cut and original Indeed, it would have done credit to a Miles Standish or a King Cyrus. According to its mandates, no child is permitted to enter the building before the ringing of the first bell — though the tempest rage and the thermometer sulk at 20° below zero. The eager little feet must learn a lesson. Let them stand in the snow until the janitor hangs up the rope and shuffles to the door. The teacher will wipe away their frozen tears and thaw out their little toes; and if they happen to take a chill, she will send them home. Where there is a will there is a way!

And there is that matter of excuses, too. When a pupil is absent, the teacher must send the parent a written notice of such absence twice a day, until an excuse is received or the child returned. Sometimes the cause is death. The teacher knows it, the superintendent knows it, the whole town knows it; only the catalogue is ignorant. Twice a day must those notices be sent, until the afflicted parents get time and heart to write the excuse exacted. Often they are hurt or indignant, but what does that signify? The dignity of the law has been sustained: the catalogue has not been trailed in the dust.

And yet, after all, one feels some qualms of conscience when one attacks the mechanical superintendent; for usually he is a man of marked industry and serious motive. And besides, there may be mitigating circumstances. There are school boards, for instance, whose duties end as soon as they put in all of their available relatives as teachers, and employ a veteran of three wars as janitor. The superintendent must do the rest; that is what they hired him for. Such a man is a martyr, deserving of our tears and sympathy; for no one, we believe, should be held responsible beyond the limits of the opportunities given him.

A writer in the *Scots man* has unearthed an amusing anecdote of Thom s Carlyle as a country schoolmaster. It is told by a Cupar lawyer and provost, who was one of Carlyle's pupils in Kirkcaldy. As a teacher, Carlyle is described as a strict and gloomy disciplinarian, whose large, glowing eyes constantly shot forth wrath. His mere scowl would hush the whole school, and he had a laugh that was a series of chuckles and loud guffaws, wherein he displayed his teeth like the keys of a piano.

One morning, just as we were entering the schoolroom, a donkey appeared on the playground, and Bill Hood rushed to mount the animal and attempted to ride it into the schoolroom. The donkey was induced to carry its rider over the threshold amid shouts of laughter and cheers from the boys. Just as Bill was spurring the donkey into the master's desk, Carlyle appeared.

We expected a tremendous explosion of wrath, but instead he burst into a roar of laughter — such a roar, however, as produced a sudden and complete hush; and that roar was renewed again and again. Finally the master spoke.

"That," he said, "is the wisest and best scholar Kirkcaldy has yet sent me; he is fit to be your teacher."

He tapped the donkey's head, as he was wont to do ours, and continued: "There's something here, far more than in the skulls of any of his brethten before me."

He then gave some hard taps on Bill Hood's head, and would not allow him to dismount, but for penalty ordered him to ride up and down before the school for an hour, while the boys who had been most active in helping Bill go through the farce had to march in pairs before and behind the perplexed-looking ass.

The other scholars were permitted to stand as spectators of the grotesque rocession. Meantime, seated within his pulpit-like desk, Carlyle surveyed Bill and his company with a strange mixture of mirth, scorn and fury.

The Greatest Books of the Century.

What books have had the greatest influence upon the thought of the nineteenth century? Answers to this question appear in *The Outlook* (December 1), from James Bryce, Henry M. Van Dyke, Arthur T. Hadley, Thomas Wentworth Higginson, William De Witt Hyde, Edward Everett Hale, and G. Stanley Hall. It is noteworthy that they agree upon but one book as of undoubted preeminence—Darwin's "Origin of Species." Their lists (Colonel Higginson's list being of authors not of books) are as follows:

BY JAMES BRYCE,
Author of "The American Commonwealth."

1. Origin of Species.—Darwin.
2. Faust.—Goethe.
3. History of Philosophy —Hegel.
4. The Excursion.—Wordsworth.
5. The Duties of Man.—Mazzini.
6. Das Kapital.—Karl Marx.
7. Le Pape.—De Maistre
8. Democracy in America.—Tocqueville.
9. Population.—Malthus.
10. Les Misérables. —Hugo.

BY HENRY VAN DYKE,
Professor of English Literature at Princeton.

1. Lyrical Ballads.—Wordsworth.
2. Waverley.—Scott.
3. Aids to Reflection.—Coleridge.
4. Sartor Resartus.—Carlyle.
5. Essays.—Emerson.
6. Modern Painters.—Ruskin.
7. A System of Logic —J. S. Mill.
8. Works of Reid.—Sir W. Hamilton.
9. Origin of Species.—Darwin.
10. In Memoriam.—Tennyson.

BY ARTHUR T. HADLEY,
President of Yale University.

1. Civil Code.—Napoleon.
2. Faust.—Goethe.
3. Encyclopedia of Philosophical Sciences.—Hegel.
4. World as Will.—Schopenhauer.
5. Education of Man.—Froebel.
6. Mondays.—Sainte-Beuve.
7. Uncle Tom's Cabin.—Stowe.
8. Principles of Psychology.—Spencer.
9. Origin of Species —Darwin.
10. Life of Jesus.—Renan.

BY THOMAS WENTWORTH HIGGINSON.

1. Scott.
2. Heine.
3. Wordsworth.
4. Hegel.
5. Robert Owen.
6. Darwin.
7. Emerson.
8. Tolstoi.
9. Hawthorne.
10. Browning.

BY W. DE WITT HYDE,
President of Bowdoin College.

1. Logic.—Hyde.
2. Positive Philosophy.—Comte.
3. Principles of Geology.—Lyell.
4. Origin of Species.—Darwin.
5. Synthetic Philosophy.—Spencer.
6. Sartor Resartus.—Carlyle.
7. Emerson's Essays.
8. Modern Painters —Ruskin.
9. Uncle Tom's Cabin.—Stowe.
10. Browning's Poems.

BY EDWARD EVERETT HALE.

1. Faust, etc.—Goethe.
2. Origin of Species.—Darwin
3. Democracy in America —De Tocqueville.
4. American Commonwealth.—Bryce.
5. Modern Painters.—Ruskin.
6. Emerson.
7. Scott.
8. Hugo
9. In Memoriam.—Tennyson.
10. Life of Jesus —Renan.

BY G. STANLEY HALL,
President of Clark University.

1. Origin of Species.—Darwin.
2. Logic.—Hegel.
3. Life of Jesus.—Strauss.
4. Educational Reports —Horace Mann.
5. Uncle Tom's Cabin.—Stowe.
6. Auditory Sensation.—Helmholtz.
7. French Revolution.—Carlyle.
8. Faust.—Goethe.
9. Wagner.
10. Ibsen.

Commenting upon these lists editorially, *The Outlook* says:

"The range of books named in these lists is too wide to make any tabulation valuable or significant. Two impressive facts become clear, however, from any study of these lists: the books selected are almost without exception books of spiritual liberation and of the enlargement of human interests and privileges. The men of letters whose works appear in these lists are those who might have said, with Heine, 'Lay a sword on my coffin, for I was a soldier in the war for the liberation of humanity.' Goethe, Wordsworth, Tennyson, Carlyle, Heine, Ruskin, Hugo, Emerson, Browning, Coleridge, Tolstoi, belong with the noble company of those who, in the arts, have striven to set men free and to put them in possession of the larger life. In this great company belong also Darwin, Hegel, Mazzini, Kant, Helmholtz, Schleiermacher, and Spencer.

PUBLISHERS' NOTICE.

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HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

The wide-awake teacher will have her pupils plant trees during the month of March.

* * *

The University of California and Stanford University were given generous treatment by the Legislature of 1901.

* * *

President Benjamin Ide Wheeler will give California and the Greater West a notable summer school in June and July.

* * *

The *New England Journal of Education* of February 28, contains a fine symposium on the management of the N. E. A.

* * *

The educational teachers have been somewhat disturbed by the attitude of the lawmakers on proposed legislation. The seven thousand teachers, however, have gone right ahead from 9 A. M. until the close of the day's work with the training of the children.

* * *

The following sayings have become worn, trite, faded, colorless, and demogogic: "In behalf of the children"; "The poor farmer who pays the taxes"; "There is a bug in the bill"; "Keep politics out of the school"; "The overcrowded course of study," etc., etc.

* * *

Col. F. W. Parker gives some wholesome statements in the following:

"The formation of Child-Study Clubs, parents' meetings, mothers' congresses, all over the land, is the direct outcome of Child-Study. When mothers give careful, painstaking thoughts to education, the world will move upward and onward as never before. Education as a science is in its swaddling clothes, but the marvelous progress in all the other sciences in recent times proves that there will be one day a science of human evolution. The Kindergarten and Child-Study have opened the gates to a new life. No one can foresee the good that lies beyond."

* * *

Barrett Wendell, who is to lecture at the Summer School of the University of California, has written on some historical characters in a way that has made all New England rebel. Imagine a Harvard professor calling the "Vision

of Sir Launfal" commonplace. Whittier, Franklin and others are spoken of as being of "socially inferior origin." Winship dips his pen in red ink, and, as a westerner would express it, goes after the Harvard professor red-eyed. It is easy for a Sierran to appreciate Wendell's attitude. He says things. We have become accustomed to read and hear President Wheeler, President Jordan, Joaquin Miller and others whose main claim to public attention is the fact that they have ability to say things.

* * *

Professor Butler, editor of the *Educational Review*, writes as follows:

"President Wheeler's first report on the work of the University of California is evidence that his reports will take rank for suggestiveness and fullness of information with those of Presidents Eliot, Gilman, Low, and Harper. The general statistics presented by President Wheeler are very interesting. It appears, for example, that 70.3 per cent. of the whole number of students are taking the general or academic courses, and a large number of them are at work upon language, literature, history, and philosophy. Nearly one-fourth of all the students are registered in one or more Latin courses. In number of undergraduates the University of California is exceeded only by Harvard, while in the total number of students it is exceeded only by Harvard, Columbia, Michigan, and Minnesota in the order named.

Official.

STATE BOARD OF EDUCATION.

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FREDERIC BURK ..... President State Normal School, San Francisco.

The State Board of Education will probably meet soon after the adjournment of the Legislature.

* * *

The editor is responsible, not Superintendent Kirk, for the use of the word "compulsion" for expulsion in the first paragraph under official decisions in February JOURNAL.

* * *

Hon. Thos. J. Kirk, Superintendent of Public Instruction, suffered during the past six weeks with a severe attack of the grip. Notwithstanding his severe illness he has been at the post of duty most of the time during the consideration of educational bills. He has promised to write a review of the new legislation that affect the public schools for the April number of the official JOURNAL. Deputy Superintendent of Public Instruction Job. Wood has also been seriously ill during the past month.

Trustees.

Trustees in many parts of the State are devoting considerable attention to the improvement of school grounds. Attractive school grounds have an educational value for an entire neighborhood.

Trustees will not be required to change method of doing business for the reason that practically all the proposed legislation affecting rural school matters failed to become laws.

There have been several examples recently which show the wisdom of the county superintendents and State Superintendent Kirk in the proposed school legislation which required all contracts for school furniture, etc., to be approved by the County Superintendent. In Marin county Mr. Seeley, a trustee of Tiburon district, has been arrested on the charge of attempting to extort money from the man who contracted to build the new school building. Superintendent Furlong took an active interest in having the matter fully investigated. In Crocket, Contra Costa County, is a case where the trustees advertised for bids for blackboards. Two bids were offered on exactly the same goods. The trustees gave the order to the highest bidder, altho, by accepting the lower bid, they could have saved the district over $100.

If the superintendent had the power to approve or disapprove of contracts in either of the above cases, it would have been better for the taxpayers.

♦ ♦ ♦ ♦

Arbor Day in Solano County.

FAIRFIELD, CAL., Jan. 28, 1901.

To Trustees, Teachers and Pupils: Again let me call your attention to the advisability of celebrating "Arbor Day" in the schools of the county. Suggestions made last year along this line met with approval and in many of the districts an excellent beginning was made, over five hundred shade and ornamental trees having been planted.

But there are still many districts whose grounds are unadorned, and I hope some steps will be taken this year to improve the appearance of the grounds in such districts.

February 22d is again designated as a suitable day to devote to tree planting in Solano county In those districts where a large number of trees have already been planted. let class trees be set out this year.

Beautifying school grounds and buildings can never fail to be of great educational value to the pupils. The more attractive we make their surroundings, the more interested will they become in keeping up the good appearance of the school property. Respectfully,

DAN H. WHITE,
County Superintendent of Schools.

♦ ♦ ♦ ♦

St. Helena is to have a fine, modern grammar school building.

How Can We Improve Our School Property?

To the Trustees, Teachers and Janitors of Riverside County—

Dear Friends:

During the past year I have had a wider experience than ever before with the schools of this State and the people pertaining to them — with children, trustees, teachers, institutes, conventions and educational talkers and writers. Naturally, I often look over this experience and try to pick out ideas that can be made of value to the schools of Riverside County and it seems to me that we can do more good by making a concerted effort to improve the condition of our schoolhouses and grounds than in any other way. I want to submit to you a plan; if you approve of it, we will carry it out:

To improve a thing we must reform its worst points. Unquestionably, the worst point about the rural school is its water closets. As a rule, these closets, particularly those of the boys, are in a filthy and shameless condition — and for a very good reason — because they are not cleaned and inspected properly. It seems to be a self-perpetuating nuisance — the boys of today continually see these buildings in a wet, unwholesome condition, marked by every obscene device and thought that can be made by knife or pencil or chalk. They become familiar with these things and *expect* them to be so — and they *are* so, and continue so when the boys grow to be the men.

It is a bad thing for our small children to come in constant contact with uncleanness and immorality on their school grounds. This condition is not found at the homes; why should we tolerate it at the school? If we can clean up the closets of Riverside County and keep them clean, it will be a fine piece of work, one that we shall have a right to be proud of — no less praiseworthy than floating the American flag from the schoolhouse or planting it about with trees.

The way to accomplish this reform is this:

First, put the closets into thoroly good condition—clean, new, brightly painted, with no suggestion of their old rottenness to be seen at all. Hinged seats should be provided, or urinals of wood or iron; these can be got

by any hardware dealer, for about $1 each. Sanded walls are a good thing, too.

Second, turn the clean closets over to the teacher and janitor, and insist upon their having the same attention as other school property—daily sweeping and scrubbing when necessary and constant watchfulness. The teacher will be able to manage the children if she is held responsible for it; and if outside trespassers offend, bring them to justice if possible, but let the school *repair the injury at once.* Furnish the janitor with paint, disinfectants, tools when he needs them. Have a distinct understanding with the janitor as to the things to be done. Let the trustee inspect the closets whenever he goes near, and make somebody smoke for every neglect—and they will stay clean!

As a further incentive toward constant attention to the condition of our school properties, I have prepared the following inspection blank, which I shall fill out and paste inside the register of every school visited officially hereafter; where it will remain as a permanent record, open to the public:

CONDITION OF..... .....SCHOOL

As inspected.....190..

Condition of School Room.....
" " Grounds.....
" " Library.....
" " Closets..... ...
" " Register.....

County Superintendent of Schools.

E—Excellent. G—Good. T—Tolerable. P—Poor.

Now you all know me well enough to be sure that this record will not be made in any narrow-minded, hair-splitting, exacting spirit—quite the contrary. But when you go to your schoolhouse and find anything marked "P" it will be a sign that something is very distinctly below what you ought to have, below what other good schools have. It will mean that your schoolroom is dirty or untidy or undusted or otherwise neglected; or that your library is in disorder, ill-arranged, ill-kept, full of rubbish; or that your grounds are littered by papers, sticks and trash, steps broken, fence down, doors off, windows smashed, trees neglected; or that your closets are unfit to be seen in a civilized land. On the other hand, if you can see two or three 'E's" in an inspection, you will have an honest right to be proud of your school—it will mean that your school officers and employees have been vigorous and vigilant in giving you the good school conditions that are the birth-right of every child in this State.

I would not have you think that Riverside county is the worst in the State in these regards; but that if we all try to carry out the spirit of our school law we can make it the best in the State.

Yours very truly,
EDWARD HYATT.

◆ ◆ ◆ ◆

Work of the Educational Association.

Santa Barbara has enjoyed a rare treat and one that would have reflected credit upon many places of larger size. Such was the verdict of those who were fortunate enough to visit the art exhibition recently held under the auspices of the Educational Association of this city. A great number of pictures had been loaned for the occasion, —in fact, the greatest interest in the affair was displayed by the people of the town. Those who came within the refining influence of the exhibition returned and brought with them their friends. There was much to be seen, much to enjoy, much to study. Art from the fifteenth century to the present day was represented; there were the Italian masters, the German, Dutch, Flemish, French and Spanish schools and many works interesting by reason of local history or color. Michael Angelo's figures from the ceiling of the Sistine chapel, Raphael's "Madonna of the Lillies," Palma Vechio's "St. Barbara," Guido Reni's "Aurora," Lucca del Robbia's "Trumpeters," works of Millet, Gudin, Lerolle, Watts, Turner, Burne-Jones and innumerable other masterpieces were welcome studies to the lover of art. Remington's "King of the Air," seen in the original, attracted much attention, as did a piece of tapestry made in Arras, France, in the fifteenth century, and an ivory carving brought from Spain representing the "Nativity."

The efforts of the Association have been crowned with success. The exhibition had not only an educative value, but the financial returns will help to brighten the walls of each schoolroom in the city. The influence of the masters will prevade the lives of the children.

CAMILLE LEVY,
Secretary Educational Association.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The National Fducational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A. Crookshanks, Visalia.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The Department of Superintendents of the Educational Association will hold its session at Chicago, Feb. ruary 26, 27, 28, 1901.

The University of California will hold its Summer Session June 27 to August 7, 1901.

TEACHERS' INSTITUTES.

Marin County, Supt. Robert Furlong, March 25th.

Riverside County, Supt. Edward Hyatt, April 15th.

Sonoma County, Miss Minnie Coulter, April 15th.

Caspar W. Hodgson, the representative of D. C. Heath & Co., visited Honolulu recently.

Los Angeles is spending a large amount of money for the improvement of the school buildings of the city.

The Riverside Board of Education has adopted plans for a new High School Building to cost $40,000.

The Superior Court of San Francisco has decided that teachers cannot be legally removed on account of marriage.

The San Francisco Board of Education has purchased 300 copies of "Poems for Memorizing," by Alice Rose Power.

Hon. Frank J. Browne has been invited to deliver a lecture on the "Pedagogy of Shakespeare" to the San Francisco Teachers' Club.

The Sonoma County teachers took a vote recently to select a place for holding the Teachers' Institute. It was decided in favor of Santa Rosa.

The teachers of Everett, Wash., under the leadership of Superintendent Friars, passed resolutions in favor of state uniformity of text books.

Mis. C. R Pechin has been transferred from the principalship of the Cooper Primary to the principalship of Longfellow School.

J. H. Mitchell, a teacher in the Winship School, Eureka, Cal., has resigned to accept a responsible position with the Whitaker & Ray Co.

G W. Beattie, of Berkeley, Cal., devoted his leisure time during the session of the legislature at Sacramento to promoting school legislation.

W. C. Doub, County Superintendent of Kern County, spent over six weeks at Sacramento in the interest of school legislation as proposed by county superintendents and the Educational Commission

On recommendation of Professor Richardson, of the University of California, another teacher has been engaged at the Coronado High School, to assure the accrediting of high school pupils direct to the universities of Stanford and Berkeley. Miss Louise Wilson of San Francisco has been engaged to fill the position.

Miss Jennie Smith, principal of the Longfellow School, San Francisco, died recently. She was a teacher in the department for many years. She left a record for faithful, conscientious and earnest work.

Rounseville Wildman, wife and two children, were drowned on the Rio Janiero. Mr. Wildman was consul at Hongkong at the time of his death. He was well known to the teachers and educators of the coast as the editor of the *Overland* when it was the official organ of the Department of Public Instruction.

The California Business College, under the progressive management of Mr. R. L. Durham, who made a brilliant record in the public schools of this State, is rapidly coming to the front as one of California's leading training schools. In the last three years the increasing attendance has necessitated an enlargement of quarters four times, and the addition of several new departments. The College now has a strong faculty, and their earnest and thorough work is attracting considerable attention.

Mr. Durham, as will be seen by notice of Profesor Pennell elsewhere in this issue, believes in good scholarship in his teachers. He holds that skill and professional training is as necessary in teaching commercial branches as in teaching literature or history. With these ideas, combined with great thoroughness and the most modern methods, this College is a distinctive institution.

The Executive Committee of the Western Nevada Teachers' Association, has issued a circular letter to the teachers of the state, requesting them to join in a movement to secure legislation in their own interest Among other matters suggested, the circular contains a reference to a measure prohibiting arbitrary, causeless removal of teachers. Under our school law any teacher may be discharged at any time, without cause and without notice. . . .

It is time that the above and other measures in the interest of good schools should receive earnest consideration as an organized force in the state and with such consideration and the effort that we can then make, we believe that their successful enactment into law is certain.

President Richard D. Faulkner, of the California Teachers' Association, visited Pacific Grove a few days since. County Superintendent Mrs. J. E. Chope, Principal R. L. Sandwick and Mr. C. H. Meeker, of the Pacific Grove High School, together with Dr. Filben, of the Pacific Improvement Company, entertained Mr. Faulkner and showed him the points of natural and historic interest in the vicinity. Mr. Faulkner expressed himself as greatly pleased with Assembly Hall, where the general sessions of the association will be held. The association will meet December 30, 31, and January, 1, 2 and 3.

One thousand American teachers are to be called to the Philippine Islands immediately by the United States Commission, for the purpose of inaugurating the work of the public school system among the Fillipinos. President Wheeler, of the University of California, received from Manila the news that the Commission has decided to transport an army of American trained teachers to follow up with the school book the warlike advances of the military forces in the islands. The Commission has passed an educational act which provides at once for the general extension of the school system through all the pacified portions of our new possessions. The bill provides for the appointment at once of ten division superintendents and 1,000 teachers from the United States.

The teachers are to be drawn from all over the United States. They will be principally recruited from the ranks of experienced instructors. Many of them will be called from the universities and higher educational institutions of the land. The University of California, which has already sent a small band of teachers for service in Manila and its immediate vicinity, expects to furnish its quota The most important member of the Philippines' teaching force sent out by the University is Dr. David P. Barrows, who is now assistant superintendent of education in the islands. Maxwell Mc Collough, who graduated from the University last May, and was one of those who went last fall to Manila to become a teacher, has been sent to Dagupan to supervise the schools of that locality. Private letters received by President Wheeler report that all the others sent from the University are enjoying their labors and are doing excellent educational work. The educational prospects of the islands are reported to be increasingly encouraging.

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Professor Robert F. Pennell.

The California Business College has been very fortunate in associating with its faculty Robert F. Pennell, well known throughout the state as principal or the Chico Normal. Mr. Pennell has charge of the English Department of the college, and is assistant manager to the president.

Mr. Pennell was born in Freeport, Me., 1850, and graduated at Harvard University, taking a degree of A B. summa cum laude in 1871. For the next twelve years he was instructor and professor of Latin in the Philipps Exeter Academy, Exeter, New Hampshire. From 1883 to 1889 he was Head Master of Buffalo Latin School, Buffalo, New York. In 1889, he cast his fortune in California, and from then until 1890 he was the head of the Greek Department of the State University. From 1890 to 1892 he was principal of the Marysville High School and from 1892 to 1893 principal of the Stockton High School. His next promotion was to the principalship of the Chico State Normal, which he held from 1893 to 1897. The many teachers he sent out thruout the State during these years speak in highest praise of his ability as an educator, and remember the kindly interest he took in everyone under his charge.

Professor Pennell is also the author of "History of Rome and Greece," for secondary schools, and of the "Latin Subjunctive" for preparatory schools.

The high scholarship he brings to the California Business College will give additional strength to the already excellent and thorough work being done there.

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A writ of mandate was issued by Judge Murasky March 4, directing the Board of Education to reinstate Mrs. Mary Mead Morrissey as a principal in the School Department. At the time of the consolidation of classes in the John Swett Evening School an order was made by the Board of Education retiring Mrs. Morrissey. She forthwith filed a petition for a writ of mandate, asserting that she had not been legally removed, and that legal cause for her removal did not exist. In its answer the Board of Education, among other points of defense, contended that, as Mrs. Morrissey had been married during her incumbency, she had violated the rules of the board, and for this reason, if no other, her retirement was valid.

In his opinion Judge Murasky sustains the position heretofore taken by other Judges of the Superior Court, holding that a teacher has a legal right to marry and that such marriage does not furnish legal grounds for the retirement of a teacher. The court also holds that no other legal ground for Mrs. Morrissey's retirement exists, and hence orders the writ of mandate to issue as prayed for.

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A Unique Advertisement.

NOTICE.

Applications for the position of Principal of the British Columbia Normal School (salary $1,800 per year) will be received until April 1st, by the Minister of Education. Duties to begin July 1st. Letters of reference and statement of age must accompany each application.

ALEXANDER ROBINSON,
Secretary Council of Public Instruction, Victoria.

BOOK REVIEWS.

"Child Life Primer," by Ella Austin Blaisdell and May Frances Blaisdell. This primer is designed to precede the "Child Life First Year Book." It is well printed and illustrated, and the lessons are well graded and composed of interesting subject matter. The Macmillan Company, New York. Price, 25cts.

Grammar School Arithmetic. By A. R. Hornbrook: New York: American Book Company.

Mr. Hornbrook has already published a Primary Arithmetic. and this one is for the last four years of the intermediate or grammar school course. His theory is much precept and little example, and the book goes on progressively in a complete, practical course of higher arithmetic.

"The Principles of Mechanics," by Frederick Slate, professor of physics in the University of California. The Macmillan Company, New York, publishers. Price, $1.90.

This text is designed for classes having a groundwork of experimental physics, and a working knowledge of calculus. It is written from the standpoint of its culture value, as well as its specific utility. It should be well received by all who desire a text-book on the subject.

"Episodes from the 'Winning of the West,'" by Theodore Roosevelt. This is an excellent supplementary book for classes of the upper grammar grades studying the history of our country. In a vivid style the author treats of Boone, Lewis and Clark, "The State of Franklin," Mad Anthony Wayne, the Louisiana purchase, and other events of importance to the far west. The volume is the first of the Knickerbocker Literature Series, by G. P. Putnam's Sons, New York.

Ginn & Company of 325 Sansome St., S. F., Cal, have just received a "Topical Outline of U. S. History" for grades 3 and 8 with reference to Montgomery's "Beginners" and "Leading Facts" of American History, This outline gives a plan for each week's work, beginning with the Stories of Columbus, Washington and other great men of the period. It cannot fail to be a great help to all teachers of history and will be furnished *free* to teachers who apply to the publishers for a copy of same.

"Topical Discussions of American History." By W. C. Doub. San Francisco: Whitaker & Ray Company. Cloth. 110 pp. Price, 75 cts.

Superintendent Doub of Kern County, California, prepared this outline for the two upper grammar grades and for all the rural schools of the county, and because of its success has been issued for general use. There is no attempt to teach all about American history, but it does give a first-class view of American life from the foundations. It omits some things that we know very little about in the first hundred years, and tells some things not ordinarily taught about education in the elementary, secondary, and normal schools, in colleges and universities; of labor unions; corporations and trusts, manufacturers and electricity; of the New West and the New South; of the national banks, tariff. and Spanish War. It is one of the most sane and enterprising little books on American history that has been published.—*New England Journal of Education.*

"Poems for Memorizing," compiled by Alice Rose Power, of the San Francisco School Department, with an introduction by Professor Ellwood P. Cubberley, of Leland Stanford Jr. University.

This is a collection of poems, arranged by grades, for use in the public schools. The principal schools of the country now require pupils to memorize choice literary selections, and Miss Power's book meets this demand better than other book yet published. It should be on every teacher's desk. For sale by Whitaker & Ray Company. Boards, 60 cts.; cloth $1.00

"Shakespeare's Life and Work," by Sidney Lee. Of all literature in print the teacher should study Shaksspeare's works, first and last. So much has been written about William Shakespeare that there appears no excuse for more books on the subject, unless the author has something new to give the public. Like other biographies of the poet, this "life" is made up largely of probabilities and assumptions, which, together with a few authentic facts, go to make up a considerable book. The book is valuable if it creates an interest in Shakespeare's writings, which constitute the only avenue to his personality. The Macmillan Company, New York. Price, 80 cts.

Ginn & Company have just put out from their Athenæum Press a carefully prepared facsimile of "The New England Primer" from an original published between the years 1785 and 1790. and now owned by Mr. G. A Plimpton of New York. The last leaf, which in this original is missing. is printed from modern type The binding of the original is literally of boards — not in the modern sense of *pasteboard*, but strips of *wood* one-eighth of an inch thick covered with thin paper. To reproduce this binding exactly was so difficult a matter for the bookbinder that the publishers have substituted the paper binding in which so many of the early editions of "The Primer" appeared. With the exception of the cover, this edition is an almost exact facsimile of the original, even to the color of the time-stained paper.

"The New England Primer" was one of the greatest books ever published It went through innumerable editions; it reflected in a marvelous way the spirit of the age that produced it; and contributed, perhaps more than any other book

except the Bible, to the moulding of those sturdy generations that gave to America its liberty and its institutions. Even late reprints of "The Primer" are scarce and expensive, only to be found in the book collector's treasure house. This reproduction from a rare and typical original has been made, therefore, in the belief that it will be valued by the majority of the readers of today.

Elder & Shephard, San Francisco, announce a little volume that in charm and originality of construction and grace of style will touch a fresh note in the short story literature of the day. It is "Rodari Sculptor," a story of Pisa, by Virginia E. Pennoyer. Rodari, a dream-eyed sculptor, the dear little child, Corrona, the Golden Lady, the romantic setting of old Pisa, all blend into a study of fascinating interest. The publishers propose to bind the book in flexible green and gold, the color being suggested by that of the aprons worn by Pisan workmen.

"Nature in Literature" is to be the subject of the April number of *Impressions*, to include articles by George Hamlin Fitch, Charles Warren Stoddard, Adeline Knapp, A L.E H. and others. The supplement will be a careful reproduction of some beautiful photographs of nature. May, the fairy month, will be devoted to fairy literature, folk lore and the child mind. *Impressions* completes its first year with the March issue, and can be congratulated for its brilliancy and independence during its short career.

"Johnson's Physical Culture" (Primary Book.) Revised and enlarged. B. F. Johnson Publishing Company, Richmond, Va. 35c.

So long as there are a considerable number of people who do not appreciate the value of a sound body to a sound mind, books on physical culture will be welcomed by the educational world "Johnson's Physical Culture" assumes that the work of the school and home should have a common basis for method, as well as a common purpose. Hence the chapters are written and the exercises are arranged for the use of both mothers and teachers. The emphasis placed on hygiene, good manners and pure habits give increased value to the book, and Mothers' Clubs would profit by informing themselves on the book and by discussing it in their meetings.

"An American Anthology," by Edmund Clarence Stedman; Houghton, Mifflin & Co., publishers, Boston, is an important publication. Mr. Stedman has made selections of the poetry produced from 1787 to 1900 The selections illustrate the editor's critical review of American poety of the Nineteenth Century. This book contains 854 pages. Price, $3.00. $3 50, and $5.00, according to binding.

This is a book of rare value and should be in every public and private library. Mr. Stedman has been particularly generous of his treatment of poets who have made their abiding place near the Western Sea. Joaquin Miller, Brete Harte, and Herbert Bashford, who wrote "Songs of Puget Sea," are given special prominence.

"The Progress of Inventions of the Nineteenth Century," by Edward M. Byrn, A M., Munn & Co., publishers, New York. Price. $3.00.

This is one of the most important books of the new century. It should be in every school library. It contains, not a lot of theories and suggestions, but the practical results of the Nineteenth Century. It is a great book. Here are the title contents:

Chapter I — The Perspective View. II — Chronology of Leading Inventions of the Nineteenth Century. III — The Electric Telegraph. IV — The Atlantic Cable. V. The Dynamo and Its Applications. VI — The Electric Motor. VII — The Electric Light. VIII — The Telephone. IX — Electricity, Miscellaneous. X — The Steam Engine. XI — The Steam Railway. XII — Steam Navigation. XIII — Printing. XIV — The Typewriter. XV — The Sewing Machine. XVI — The Reaper. XVII — Vulcanized Rubber. XVIII — Chemistry. XIX — Food and Drink. XX — Medicine, Surgery, and Sanitation. XXI — The Bicycle and Automobile. XXII — The Phonograph. XXIII — Optics. XXIV. Photography. XXV — The Roentgen or X-Rays. XXVI — Gas Lighting. XXVII — Civil Engineering. XXVIII — Woodworking. XXIX — Metal Working. XXX — Fire Arms and Explosives. XXXI — Textiles. XXXII — Ice Machines. XXXIII — Liquid Air. XXXIV — Minor Inventions. XXXV — Epilogue.

Syntax of Classical Greek. Part I. The Syntax of the Simple Sentence. By BASIL LANNEAU GILDERSLEEVE, Ph. D., LL.D., Professor of Greek in Johns Hopkins University, with the co-operation of CHARLES EMIL MILLER, Ph D, Associate Professor of Greek in Johns Hopkins University. Cloth, 12 mo, 190 pages. Price, $1.50. American Book Company, New York, Cincinnati, and Chicago.

Professor Gildersleeve is universally recognized as the foremost authority on Greek in this country, and the present book embodies the result of the researches and studies which he has carried on for many years. A unique feature of the work is that the examples it contains are not only representative of all the various departments of the literature, but special attenton is paid in the text itself to historical evolution. The work will be completed in five parts, and is one which should be on the table of every student and teacher of the language, as the most recent and authoritative publication on Greek Syntax.

Easy Steps in Latin. BY MARY HAMER, of the Taunton, Mass., High School. Edited under the supervision of John T. Buchanan, Principal of the Boys' High School, New York. Cloth, 12mo, 182 pages. Price, 75 cents. American Book Company, New York, Cincinnati and Chicago.

This book appeals to teachers who desire the max-

imum of information with the minimum of formal labor. The methods employed combine brevity and simplicity with a natural and *common sense* system of instruction. The lessons are short, the number of sentences is reduced, while many novel and helpful features are introduced to interest the learner and his attentio . The vocabularies give familiar terms, most of the lessons include drill on English derivatives, and quotations from English poetry serve to fasten incidents or characters in the pupil's memory.

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Notes.

Shorthand can be learned by mail. The Gregg System is easily learned, fast and readable. Many teachers are making a success of this course San Francisco Business College, 1236 Market St., San Francisco, Cal.

The annual Teachers' Institute of Amador County is to be held this year in Berkeley. Superintendent of Schools Gordon of the mountain county has decided to bring his teachers down from the Sierra and allow them to combine a little recreatio i with their annual pedagogical schooling. The institute is to convene in the first week in April, and its sessions are to be held in Stiles Hall. Superintendent of Schools S. D. Waterman and the teachers of Berkeley are preparing to welcome and entertain the visitors. On the evening of April 2d they are to give a reception in Stiles Hall in honor of the Amador teachers.

The San Francisco Board of Education has adopted the following plan of promotion for the term ending June 7, 1901:

That honoraries in all grades be relieved from final examinations and excused from school duty Friday, May 31, provided that the number of honoraries shall not exceed one-fourth of the class.

That the rest of the class be examined in arithmetic, grammar, geography, spelling, history, reading and penmanship.

That an average of 70 per cent must be attained, which shall be found by counting the year's work one-half and the examination one-half.

That no examinations be given to pupils below the third grade, but the principal and class teacher shall make such promotions as they deem advisable.

That the dates for examinations be as follows; Monday, June 3, 1901—Grammar, 100 credits; arithmetic, 100 credits (mental 20, written 80); Tuesday, June 4, 1901—Geography, 50 credits; spelling, 100 credits; Wednesday, June 5, 1901—History, 50 credits.

That no examinations be given in the evening schools. Principals, upon the recommendation of the class teacher, are authorized to promote deserving pupils.

Summer School OF Medicine Pharmacy and Dentistry

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Med school, 4 yrs. 9 mo. each, Jan. 1st to Oct. 1st. Dental School, 4 yrs. 6 mo. each, March 1st to Sept. 1st. Pharmacy School, 2 yrs. 6 mo. each, April 1st to Oct. 1st. Laboratories new and complete. Clinics large. For circulars of information, address the Secretary,

DR. HEMAN H. BROWN

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Lectures for the People — University of California Arranges an Extension Course.

The University of California has arranged for a series of university extension lectures, free to the public, to be delivered here and at Berkeley. The course is as follows:

Diplomacy—Five lectures by the Hon John W. Foster, Secretary of State in President Harrison's Cabinet, on "The Practice of Diplomacy" in Berkeley March 14-20 There will be two lectures on "The Duties and Immunities of Diplomatic Representatives," two on "The Negotiation and Execution of Treaties," and one on "Consuls"

Economics—Two lectures by Professor Adolph C. Miller; Tuesday evening, March 5th, and Tuesday evening, March 12th, at 8 o'clock, in the auditorium of the Y M. C A Building. Subject, "The Trust Problem—(1) Trusts: Their Causes and Advantages; (2) Trusts: Their Evils and Remedies."

English—Six lectures By Assistant Professor Armes, Friday afternoons, beginning on March 22d at 4 o'clock, in the Mark Hopkins Institute of Art. Subject "The History of American Poetry." The titles of these lectures are as follows: (1) "Colonial and Revolutionary Poetry"; (2) "The Poetry of the Middle States"; (3) "The Poetry of New England"; (4) "The Poetry of New England"; (5) "The Poetry of the South"; (6) "The Poetry of the West."

Education—Nine lectures by Dr E. C. Moore. Saturday mornings, beginning January 26th, at 10:30, in the State Normal School Building. Subject: "The History of Education." The titles of these lectures are as follows; (1) "The Educational Theorists of Greece"; (2) "The Schools of Greece"; (3) "Education at Rome"; (4) "Some Teaching Institutions of the Early Church"; (5) "The Schools of the Monasteries"; (6) "The Educational Reforms of Charles the Great"; (7) "The Schools of the Arabs"; (8) "Education Among the Jews" (9) "The Beginnings of the Modern Period"

College of Commerce Lectures—Six lectures by Lincoln Hutchinson: Friday evenings, beginning January 25th, at 8 o'clock, in the Mark Hopkins Institute of Art, Subject, "The Growth of American Foreign Trade" The titles of these lectures are as follows: (1) introductory lecture, "Commerce and Civilization"; (2) "American Shipping and carrying Trade"; (3) "The Balance of Trade and National Welfare"; (4) "Where We Trade and What We Trade" (5) "Fair Trade, Free Trade and Reciprocity"; (6) "Trade and the Flag."

Japanese—A class in the Japanese language, conducted by Yoshisaburo Kuno, M.S., assistant, meet on Tuesday and Friday evenings, at 7:30 o'clock, beginning Friday evening, January 25th, at Mark Hopkins Institute of Art.

Chinese—A class in Cantonese, conducted by Walter Fong, A.B., assistant in Chinese at University of California, meets on Monday and Wednesday evenings, at 7:150'clock at the Y. M. C. A. Building. This class began work on January 16th.

Synopsis of Report of Superintendent of Indian Schools, 1900.

The third annual report of Estelle Reel, General Superintendent of Indian Schools, contains much data of interest. Miss Reel finds that the problem of Indian civilization moves toward solution. She says that while we, who immediately supervise the schools, realize the magnitude of our work, we do not feel that the whole burden rests upon us. The gradual freeing of the Indian from the reservation system is throwing more and more of the responsibility on him. Our moral work within the educational is one of tremendous import, and our hope is in education, based on character and carried along industrial lines. There is a responsiveness to ethical training in the Indian's soul as well as in the white man's, and when we have taught the Indian the speech of civilization and the crafts required by his environment, he may safely pass from our hands to the saving power of self-support.

Miss Reel has made industrial training in the Indian schools the most important feature in the work of educating the Indian. She believes in giving the Indian child a thorough training in the fundamental English branches, but thinks it unwise to spend years over subjects for which, in all probability, he will have no use in later life, when the time could be employed in acquiring skill in the industrial arts. She insists that every boy who is graduated from an Indian school shall know how to farm in an intelligent manner, and have a sufficient knowledge of blacksmithing and the trades to enable him to shoe his horse, mend his wagon, build his house, and do general repair work relating to a farm.

Miss Reel emphasizes the vital importance of teaching the homemaking duties to every Indian girl, claiming this to be even more essential than the teaching of trades to the boys. As almost the only way of reaching the homes of the camp Indians is thru the girls in school, and as they are to be the future wives and mothers, the fate of the generations to come is in a large measure, in their keeping. Therefore, the opportunity for training them in the duties of their future state should not be neglected.

Since her appointment, twenty-six months ago, Miss Reel has spent seventeen months in the field, inspecting the schools and ascertaining by personal observation the needs of the Indians and the service. She reports increased enrollment, better accommodations, greater facilities for industrial training, and gratifying improvements over previous years. A strong plea is made for compulsory education. The property ownership plan has a prominent place in Miss Reel's system of training, and the Indians are constantly urged to cultivate better crops and more acres of land. The outlook for the Indian schools on the whole is very encouraging.

Miss Reel has traveled 21,138 miles since appointment, 2,087 miles being by wagon, packhorse, and on foot. She has visited for a season with the Indians in camp and adobe, on the prairie, and in the canon, visiting at the schools, where she could observe the peculiarities of the children of the different tribes, the methods employed, and endeavoring to ascertain how self-support, the great end for which all are working, may be more speedily accomplished.

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Length of Talks.

From "County Superintendents' Monthly."

We heard of a county superintendent a few days ago who talked to a school of pupils from 11:30 A. M. till 12:30 P. M. Now what ought to be done with a man who, under normal conditions in times of peace, will keep a lot of hungry little boys and girls dangling their legs for a whole hour at noon time while he talked to them on an abstract subject? We can't conceive of anything that could be said to them under those conditions that would hold their attention. Neither can you. It shows a lack of common sense. A talk of from five to fifteen minutes is sufficient under favorable circumstances. The attention of pupils cannot profitably be held longer. The strong impression, if any, is made in the first few minutes. The subject must not be treated abstractly if the child is to enter into the spirit of it. Talk from this point of view, and always with a good illustration.

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FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of Catarrh that cannot be cured by HALL'S CATARRH CURE.

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Flag Day was observed by the Redding public schools in an appropriate manner, February 12, 1901.

Thru the efforts of the teachers and pupils at the suggestion of the County Superintendent, a large flag 15x8 feet had been procured.

Owing to the fact that the day the flag was to be raised was Lincoln Day as well, it was thought best to raise and salute the flag in the morning, in order that the new flag might float all day in honor to the memory of the Martyred President.

At nine o'clock, the children having formed in amphitheater style at the northeast of the new flag pole, their young voices rang out in our National Anthem; then followed "Our Flag," the boys singing the question and the girls the answer, all joining in the chorus While this song was being sung the flag was slowly raised. The salute was then given with the following words: "I give my head, my heart and my hand to my country; one country, one language, one flag." After which the song "Red, White and Blue" was sung, many of the children waving small flags to the time of "Three Cheers for the Red, White and Blue." This concluded the morning exercises.

In the afternoon exercises were held in each of the respective rooms, the different teachers in charge having arranged the various programs.

Patriotic songs were sung, Lincoln's Gettysburg speech was recited, the life of Lincoln was portrayed as viewed from the pupil's standpoint. The recitation of Drake's American Flag was a feature in some of the rooms "O, Captain! My Captain," was well recited in the eighth grade room, and Lincoln's favorite poem, "Oh, Why Should the Spirit of Mortal Be Proud," was recited in the ninth. Flag drills were features of the primary rooms, and appropriate readings in the sixth and seventh grades. E. E. MULLER.

SCHOOL OFFICERS have found that the best teachers and safest to employ, are recommended by managers of the FISK TEACHERS' AGENCIES, 420 PARROTT BUILDING, San Francisco, and 525 Stimson Block, Los Angeles. The best California teachers will be registered in both offices for one fee. The demand for them is never failing, and they are the ones whom we can benefit the most.

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A NEW FEATURE SPECIMENS of four characteristic ores — Sphalerite, Calamine, Smithsonite, and Galena — will be sent free, expressage prepaid, to every member enrolled by March 15, 1901. These specimens will accompany a superbly illustrated article in the next BULLETIN on the "Lead and Zinc Fields of the Ozark Uplift," by W. H. Johnson, promoter of the San Francisco mineral exhibits for the Buffalo Pan-American Exposition.

ANNOUNCEMENT AMONG the articles soon to appear in the BULLETIN is a finely illustrated series on the Physical Geography of North America." Some of the contributors to this series are Dr. Cleveland Abbe Jr., Prof. Collier Cobb, Mr. F. J. Albrecht, Prof. George L Collie, Dr. H. W. Fairbanks, Prof. C. W. Hall, Dr. David W. Hoyt, Prof. Henry Landes, Prof. W. H Norton, Mr. Fred. G. Plummer, Mr. O. E. Le Roy, Dr. J. W. Redway, Prof. F. H. H. Roberts, Prof. Ralph S. Tarr.

SUBSCRIPTION (including membership fee) is $..00, if received before June 1, 1901. After June 1, $1.50.

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(Mrs. Dixson's last purchase was Feby, 1901.)

"I take pleasure in recommending the Northwestern Library Association as a reliable institution, and one which is very beneficial in enabling members to get books etc. at wholesale prices." —John I. D. Hinds, Dean Cumberland Univ. Lebanon, Tenn. (Prof. Hinds last purchase was Janv. 1901.)

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Courses of Study in the Elementary Schools.*

W. C. DOUB, SUPERINTENDENT OF KERN COUNTY.

PERHAPS the most serious question which is pressing for a solution in connection with elementary school work, is the congested course of study. Those who are making a close study of the question of grammar school "scattering" are being forced to the conclusion that there has been in the past and is at the present time a strong and unwise tendency toward crowding too many subjects into the grammar course of study. The result of this policy has been to cripple, very materially, the efficiency of grammar school work — it has made thoroness in any subject impossible.

In treating this subject, it will, perhaps, add something of clearness to separate it into three general divisions: First, Cause of Overcrowding; second, Injurious Results; third, The Remedy.

CAUSE OF OVERCROWDING.

For the present, at least, we shall assume the overcrowding, which is, indeed, self-evident, and pass at once to the consideration of the cause.

The overcrowding of our grammar school curriculum is due largely to university and academic professors. They have devoted most of their time to the study and teaching of some special subject. They have specialized — have become specialists. When one becomes a specialist, he usually unduly emphasizes his specialty, unconsciously makes other subjects, other lines of activity, assume a position subordinate. His special subject becomes the central one around which the others group themselves, and for which they exist. The mathematician becomes thoroly convinced that mathematics is the best mental drill, and that therefore, the study of mathematics is the best preparation for life's work; the naturalist tells us that the study of nature is one of the most essential factors in education, and therefore, that every boy and girl should be compelled to devote more time to the study of nature than at present; the professor of English is certain that the one great

*NOTE.— The discussion of this subject in this article is in many respects the same as that published by me in 1898 under the head of "Our Grammar School Curriculum." The changes made have been dictated by the experience derived since then from supervising the school work of Kern County.

defect in our educational system is the failure to give to the study of English the importance which it deserves; while the professor of the dead languages would rather have his student alive to Greek and Latin even tho dead to the sciences, whether economic, mechanical, political, social or natural.

If the University specialist would restrict his efforts to making the department over which he presides as strong as possible, he would not directly affect our grammar school curriculum. But being a sincere and withal a zealous man, and believing the best interests of education demand that his special subject be given a more important place in the grammar and high school curricula, he writes for the education journals, he goes to the state normals, the state teachers' association, the county teachers' institutes, and to the county and city boards of education, and everywhere urges, in season and out of season, the pressing need and manifold advantage of greater devotion to his special subject. Being a man who holds an important position in the educational world, and one who thoroly understands his subject, and one who is therefore able to present it in the best possible light, he makes converts not only among teachers, but among members of the county and city boards of education. The result is our present inefficient and overcrowded grammar grade course.

It is interesting to observe how far some of these specialists will go when recommending changes in our grammar grade course which they deem necessary and desirable from the standpoint of their special subject.

In July, 1892, at Saratoga, New York, the National Educational Association appointed a committee consisting of ten members — afterwards known as the "Committee of Ten"— to formulate some plan that would bring about "uniformity in school programs and requirements for admission to college." This committe selected a sub-committee of ten for each principal subject taught in our grammar and high schools as, for example, history, mathematics, science, etc. Of course, each member of these sub-committees was a specialist in the subject assigned him. One of the duties of each of these committees was to decide how much of the student's time in the grammar school, and the high school, should be devoted to the subject which that special committee had under consideration. Some of the recommendations for the grammar grade work was as follows: The committee on mathematics recommended that concrete geometry and algebra be taught in the grammar grades; the one on political science, that one-eighth of the grammar school work should be devoted to that subject; the one on natural history, that one hour per week thruout the entire grammar school course should be devoted to natural history; the one on physics and chemistry, that one period per day should be devoted to those subjects; the one on Latin, that the grammar school work should be made one year shorter so as to have one year more for Latin in the high school; and the committee on French and German has the following to say: "In the grammar grades we recommend that during the first year five recitation periods per week be

given to the modern lauguages; during the second, at least four; and during each of the other two years, at least three."

Needless to say, no city or county board of education has ever carried out all of the above recommendations, but some have carried them out to such an extent as to make the grammar school work a burden both to the teacher and to the pupil.

Specialization is a good thing. No one will question that it is better to do one thing well than to half do a number of things. But when the specialist asks the grammar grade pupil to specialize along a number of lines at the same time—when it is expected that he be a "universal specialist"—that is simply asking the impossible. I, for one, think it is time to turn a deaf ear to the advocates of further extension, and to revert, at least to some extent, to the sturdier tho simpler ways of our forefathers.

II.—INJURIOUS RESULTS.

At the present time in California, there are very few grammar school graduates who have a definite and thoro knowledge of any subject. This statement is a very severe indictment to prefer against our much lauded grammar school system and will, no doubt, meet with a ready challenge. Recognizing the seriousness of the charge, I have hesitated to make it, and have been constrained to do so only after an extensive correspondence and consultation with the leading educators of this state. With scarcely an exception, these instructors declare that the large majority of the grammar school graduates have no clear, definite, or logical knowledge of the subjects which they have studied:

If any one is disposed to question the correctness of the above statement, let him examine a class which has just graduated from the grammar schools of this state. Any one who will take the trouble to do this will not be long in discovering that the average grammar school graduate is unable to analyze and correctly interpret a simple piece of English literature, to trace logically he growth of a single oue of our institutions, to give a clear statement of the causes of any of the wars of the United States, or to explain what the duties and responsibilities of American citizenship mean. He will discover, moreover, that the average grammar school graduate's knowledge of his mother tongue consists in his ability to name and parse the different parts of speech and to rattle off rules, and that it does not consist in the ability to talk correctly or to reduce correctly his thoughts to writing—the objects for which grammar is supposed to be studied. He will discover, also, that but very few of those whom he examines will be able to demonstrate that they understand the fundamental principles of multiplication, division, fractions, percentage, or any of the most fundamental operations of arithmetic. Most of those examined may, and probably will, be able to solve some problems similar to those which they have been accustomed to solving. A recently invented machine can do as much. But our grammar schools should not be machine shops; they should be imparting to the boys and girls the power and strength of mind to reason and think for themselves, a desire and en-

thusiasm for study and investigation, and the logical and penetrating knowledge of those subjects, institutions, and principles which they must understand if they are to grapple successfully with the new and unsolved problems which the future is sure to hold in store for them.

While unqualified teachers are, to some extent responsible for the defective results of the grammar school work, the present character of the grammar school curriculum itself is the major cause. The average curriculum in this state prescribes from six to eight subjects for all the grammar grades. The pupil is requested, or at least expected to prepare the requirements of a daily recitation in all of these subjects. His work for a given day will, or may, be somewhat as follows: In arithmetic, explanation of the principles of cube root; in geometry, prove the following theorem: "Two triangles are equal, if two sides and the included angle of one are equal, respectively, to two sides and the included angle of the other"; in reading, several pages from "Lady of the Lake"; in grammar, conjugation of some verb or the writing of an essay; in physiology, anatomy of the eye; in civil government, qualification and election of senators and representatives; in bookkeeping, copying of some exercise into the day-book. The above is the average amount of work that a pupil is supposed to accomplish in one day. That he does not accomplish this work properly goes without saying. If he has done any part of it well, he must, of necessity, have neglected some other part; or if he has attempted to do it at all, has done none well. In other words, he is requested to do something that he cannot do.

The attempt to compel a pupil to do more than he is able to do means permanent injury to his health. At the very time when a child should take an abundance of outdoor exercise, when he should be subjected to little or no mental worry, when the lungs, the eye, and other organs are developing rapidly, he is required under the present arrangement to devote the larger part of the day to hard study and from two to three hours of his evening to the same kind of work.

The bad effects of this system of mental overwork are becoming so apparent that it is calling down upon itself the condemnation of parents and medical experts thruout the United States. Recent medical examinations in the Eastern States have brought out the fact that nearly half of the public school children have defective eyes, due largely to overstudy. If the lungs of school children could be examined as easily as the eye, they would, very likely, be found as generally defective, and largely for the same reasons.

If such bad physical results are due to congested courses of study, it becomes the imperative duty of the state to demand that they be curtailed. Mental work in mature life is not compatible with a defective body. Better little or no education than a diseased physical constitution.

Another bad result of the overcrowded grammar school curriculum is its effect upon the teacher. In all the primary and grammar schools where only one or two teachers are employed, it is possible to give only a few moments to a recitation, and hence there is no time for proper explanation or elucidation of the subject in hand. This is fatal to good work, because one of the most valuable functions of a teacher lies in his ability to explain and reveal

the fundamental principles underlying the subject which he is seeking to teach. It is this thoroness and earnestness of explanation on the part of the teacher that incites in the student a love for his work, makes his school life a pleasure rather than a drudgery, and implants in him an enthusiasm for study and investigation that often changes, for the better, the whole current of his life.

"Blessed is the man," says Emerson, "who has a bias for some pursuit, which finds him in happiness and employment." And surely we may add, blessed is the school where enthusiasm holds sway. Perhaps there is no more beautiful word in the English language than the word enthusiasm, which, coming to us from the Greeks, means literally, a God within; all reverence to the teacher or the system which shall turn the devotions of the young and active minds to the fostering worship of the "God within." Any teacher that has the time and ability to create in his pupils an enthusiasm for their work will have very little trouble with discipline. To deprive the teacher of the proper time for this is one of the most detrimental results of the overcrowded grammar school curriculum, and means that the enthusiasm which comes from a task well done is to be an unknown experience among our students.

The high school student is supposed to carry, on an average, four subjects, and the university student three; but the grammar school student, for some unknown reason, is supposed to be able to study and develop at the same time, eight separate and distinct lines of work. There is not one mature man or woman in ten who would be able to accomplish anything definite or valuable if he or she attempted to work along eight new and independent lines at the same time. We ought not to expect more mental work from boys and girls under fifteen than we do from them after they have become men and women. If we are determined to be so unreasonable as to do so, we must be satisfied with the inaccurate, superficial and smattering knowledge which our grammar school graduates possess of the subjects which they deem they have studied, and we must be willing, also, to assume the responsibility of having injured permanently the health of many boys and girls.

III.—THE REMEDY.

The natural and only way to remedy the evil results of our overcrowded elementary school course of study is to omit altogether some of the subjects taught, shorten some, and rearrange others. In considering the remedy each subject will be taken up separately, the changes which seem necessary in order to make the elementary school course of study a practical and useful one, will be stated, and some of the reasons which would seem to justify said changes will be discussed.*

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* NOTE.—The course of study herein outlined calls for no home work from pupils in the primary grades, and for none from pupils in the grammar grades if they be dismissed at four, and for but one hour if they be dismissed at three. A general course of home reading on literature, however, is required of all pupils except those in the lower primary grades, but this work is so arranged as to be a pleasure and does not partake largely of the nature of study. This course of study has been the outgrowth of practical experience in the schools of Kern County. The present school manual of the county does not contain all of this work, but with the exception of some of the course in literature, it is embodied in special instructions to teachers, prepared by the county board. During the next two or three months a new manual, embodying all of this work, will be prepared.

LITERATURE AND READING.

Without the power to get from the written page the meaning of the writer, a pupil cannot make any real advancement along any line of study. This being true, it follows that the first few years of a child's school life should be devoted largely to learning how to read. But the teacher should bear in mind that reading does not mean the mere calling of words, but the power to understand what is read. The mere ability to call off words, to raise at intervals the eyes from the book, or to employ elocutionary or stage methods of any kind, is not reading. In fact, in so far as the reader or public speaker attracts the attention of his audience to his manner of delivery in so far he fails as a reader or speaker. We no longer try to sway men by emotion, but by reason. The pupil should be taught to make clear what he is reading, and this he cannot do unless he can explain each word and each sentence. More attention should be directed to thought-reading and less to form-reading. "If a person cannot read with understanding and expression the printed pages before him, whether they are arithmetic, science, a story, a poem, or a newspaper, he is still deficient in the most elementary and important feature of his education."

All thru the primary grades the formal reading lessons should receive most careful attention. From the very first the child should be taught to grasp the meaning of a sentence before he attempts to give its thought expression. This will help him to secure that silent power over reading which is an invaluable acquisition to any one.

In addition to the formal reading work, which has for its prime object the securing to the pupil the power to get from the written page the meaning of the writer, there should be a broad course in literature extending thru all the primary and grammar grades. This course should be closely related on the one hand with the reading course and on the other hand with the language course, being in many respects a part of each. But in addition to providing a part of the material for the language course, and assisting the formal reading course to secure to the pupil the ability to understand accurately what is read, the course in literature should tend to produce in the pupil a desire to read good literature, should tend to give him the ability to select good books, should give him information which will lead to definite results along his other lines of work, and should satisfy the natural craving of the girl and boy for fables and adventure. To accomplish these results the literature course must contain a definite reading course in history, beginning with the history story in the first grade and ending in the sixth grade with biographies of American men and women, thus laying a good foundation for the formal study of history in the seventh and eighth grades. It should also contain well selected books dealing with the animal world so as to secure to the pupil some understanding of and a sane regard for the lower animals. The literature for each year, of course, should contain selections chosen because of their literary merit, so as to create on the part of the pupil a desire to read good books.

The work in literature should be the only home work required of pupils in the primary grades, and the only home work required of all grammar

grade pupils who are not dismissed until four o'clock. The time devoted to the allied subjects of reading, literature and language ought to be much greater than at present. They should receive about two-thirds of the pupil's time in the first and second grades, about one half in the third and fourth grades and about one-fourth in the fifth, sixth, seventh, and eighth grades.

Except in the seventh and eighth grades, the work in literature ought to be indicated by an outline similar to the one given below. The best results require that the teacher and pupil know definitely the minimum amount of work required of them, not only in literature but in every other subject. After the sixth grade, the outline may be omitted, because the formal study of history and geography is then taken up and the work in literature in the seventh and eighth grades should be restricted to a limited number of selections chosen more especially because of their literary merit.

FIRST GRADE WORK.

(Outline suitable for stating the work in literature in each grade from the first to the sixth inclusive.*)

Months.	Poems to be Memorized.	Literature Stories.	History Stories.
September.	"Sweet and Low."	"Some Little Drops of Water."	A Talk About California.
October.			
November.			
December.			
January.			
February.			
March.			
April.			
May.			
June.			

LANGUAGE.

The main object of the study of grammar is to enable the pupil to express his thoughts orally and in writing with force and clearness. Unless the study and teaching of grammar approach this result there must be something defective in the method of presenting the subject in the elementary and in the secondary schools.

That the study and teaching of grammar in the elementary and in the

* NOTE.—Perhaps the best course in literature in the state, which has been prepared for elementary school work, is the one given in the Stockton school manual. This course was prepared by Mrs. Rose Winterburn of the Stockton school department, and she will be glad to make suggestions regarding this line of work.

secondary schools do not give the pupil the power to express his thoughts orally and in writing with force and clearness will hardly be questioned by any one who has investigated the subject. If those who question the truthfulness of this statement will ask the members of the classes in the highest grades of the grammar school to write a composition on some subject with which they are familiar, or if they will examine the final examination papers of the graduates of the grammar schools they will soon be convinced that they are questioning the truthfulness of a self-evident fact. Those compositions and papers will contain numerous mistakes in paragraphing, diction, construction, formation of possessives and plurals, and in the use of verbs, pronouns and modifiers. An investigation would seem to indicate that high school work results in a very little improvement along these lines. The authorities of the University of California and of Stanford University have found that pupils who enter those institutions from the secondary schools of this state are more deficient in the subject of composition than in any other subject. In other words, high school graduates cannot do, even fairly well, what the study of grammar is supposed to give them the ability to do, namely, to place their thoughts clearly and distinctly on paper. Stanford University requires an examination in composition and grammar of the graduates of every high school in the state, and the requirements in this subject by the University of California are practically the same. It is a lamentable fact that from 70 per cent to 90 per cent of those who take these examinations, fail.

Teachers themselves, as a rule, are poorly prepared in the subject of composition and grammar. Perhaps not more than 25 per cent of the teachers in the elementary schools of this state or other states have the ability to write for a newspaper an ordinary communication that will approach correctness in grammar and construction. The boy of fifteen in the printing office has the ability to take the communication received from the average teacher and "fix it up" so that its appearance in the columns of the paper will not be a disgrace to that paper. The grammar school graduate, the high school graduate, and the teacher may be able to quote pages of rules from the grammar; the boy in the printing office may never have looked inside of a grammar, but thousands of newspaper men in the United States know from experience that the above is a conservative statement of actual facts.

The object of this discussion is to point out the more important defects in the present method of teaching grammar and composition, and to indicate another method that will result in giving grammar school graduates and high school graduates the ability to express their thoughts orally and in writing with force and clearness.

The difference between the two methods referred to above may be considered, in a loose sense, the difference between the deductive and the inductive methods of teaching, which difference is well illustrated by the two methods of teaching arithmetic. Most arithmetics contain the rules for extracting the square and cube roots of numbers. Some teachers require their

pupils to memorize the rules for extracting the square and cube root of numbers and apply the same to the solution of problems. Other teachers do not require their pupils to memorize these rules but do require them to read the explanations of principles, and then with the assistance of blocks, develop the rules, step by step. Some teachers require their pupils to memorize the rule, that the percentage divided by the base equals the rate, and then have them apply it to the solution of problems. Other teachers do not require their pupils to memorize, but do teach them how to make it — teach them why it is true. Those pupils who commit rules and apply them to the solution of problems are studying arithmetic by the deductive method. Those pupils who begin with a few mathematical facts and construct rules, are studying arithmetic by the inductive method. Those who have studied arithmetic by the deductive method will soon forget the rules and will then be unable to find the square or cube roots of numbers or find the rate when the percentage and the base are given. Those who have studied arithmetic by the inductive method will always be able to find the rate when the percentage and the base are given, and will always be able to extract the square and cube roots of numbers, because they understood the principles involved and can make the rules, if necessary.

Most text-books on language and grammar contain a large number of rules. With few exceptions teachers require their pupils to memorize these rules, and county boards of education require grammar school graduates and applicants for teachers' certificates to be able to write them from memory. Very few teachers, however, require their pupils to apply in composition work the rules which they have memorized, and very few county boards of education require grammar school graduates and applicants for teachers' certificates to be able to make a practical application of the rules which they have memorized. This means, of course, that teachers do not require of pupils, and examining boards do not require of applicants the ability to express their thoughts clearly and correctly on paper — do not require them to apply the rules which they have memorized.

The teaching of arithmetic by the deductive method is almost universally condemned, though it is practiced to some extent. The teaching of grammar by the deductive method is not only almost universally practiced, but approved. Even the deductive method is not given a fair trial, because pupils are not required to apply the rules which they have learned, and are required to learn a large number of rules of which a practical application cannot be made.

Under these circumstances we should not be surprised that the teacher in the elementary schools and the graduates of the public schools have derived so little value from the time which they have devoted to the study of grammar. This condition of affairs will not be changed until the inductive method of teaching grammar has been substituted for the deductive method.

The inductive method of teaching grammar consists of omitting the analytical of impractical part of grammar, and in teaching the constructive or practical part in connection with composition work. Composition is made the basis of all the work in grammar. Rules are not memorized and the use

of the text-book is practically abolished. The constructive rules or principles are built step by step in connection with the composition work. By the inductive method pupils are taught to write by writing and not by memorizing the rules. They are taught by the same method that has given the boy in the printing office the ability to correct the manuscript of teachers, with the additional advantage over him of understanding the reason for many of the rules that govern certain construction.*

(CONTINUED IN MAY NUMBER.)

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The Artist Teacher.

CHARLES C. VAN LIEW.
President State Normal School, Chico.

From time to time the world has protested against the abasement of teaching to a mechanical trade. Historically it has registered this protest in the occasional rebirth of the spirit of its great "teachers by grace of God,"—Christ, Socrates, Pestalozzi, Arnold. Wherever the light of human sympathy has faded out of the purposes of the teacher and his art has sunk to the level of a handicraft, men have inevitably come to thirst after the spirit of the world's teachers and to bid their schoolmaster drink at the fountains of life.

Again every revival of learning becomes, sooner or later, also an historical registration of a protest against the pendantry and formalism of the materialistic teacher. The most natural impulse the human heart can experience, when it has become thoroly absorbed in interests and ideas which are undergoing revival or development, and carried away with their spirit, is to turn teacher. Thus a revival of the art of teaching becomes a logical and natural sequence of a revival of learning. A notable instance of this truth is one of our many heritages from the 19th century. That century found its greatest and most striking intellectual achievements in the development and application of science; it was a century of exacter scientific methods,of infinitely patient and penetrating research, of the revelation both of a vast field of scientific knowledge and law, and finally of the practical control and application of science in human service. This great wave of intellectual self-assertion on the part of mankind has at times lashed the very foundations of all the old-time castles,—theology, history, art, philosophy, literature. Like the hot-blooded adolescent,science proposed to make or break; but while it was strenuously living the years of its own preparatory discipline and working out its own refinement, it was also leaving very perceptible marks upon every human institution,—upon education no less than upon others. For in the closing years of the century we find the scientist also taking up the cry of that most Christlike of all teachers, Pestalozzi, a great part of whose work belonged to the century's opening years, and repeating "I will turn Schoolmaster." And the scientist *has* turned schoolmaster in the broadest sense. He is taking his place in all discussions and experiments bearing upon the aims, processes, means and

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*NOTE.—Grammar in the schools of Kern County is taught almost exclusively by means of oral and written composition work as here indicated. The practical results derived from the time devoted to the study of grammar in this county at the present time are several hundred per cent greater than they were under the old method.

I have outlined the work for each grade with suggestions as to how it should be presented. These outlines and suggestions have been printed by the Whitaker and Ray Co. of San Francisco under the head of "Grammar by the Inductive Method." In the subject of grammar and composition, the board of education simply direct the teachers to accomplish the work therein outlined.

methods of educational work. The revival of scientific interest and research of this age is to work out a revival, not alone of the *science*, but of the very *art* of teaching.

Third and finally, the protest against a mere mechanic of teaching has been registered in the past, still is often registered in the present, by that spirit which looks with distrust if not absolute skepticism upon the very idea of a science of education and the possibility of trained teachers. This skeptical spirit raises the pertinent question: Is it possible to teach this art, which rests for its ultimate and genuine success upon foundations that are at once instinctive and racial,—such as sympathy; that must be present more or less abundantly in the individual before he can safely essay the tasks of education? The question points a perfectly legitimate issue.

Now we must mark that a common feeling with respect to teaching actuates each of these three impulses,—to imitate the great intuitive teachers of the race, to become the apostle of one's own new light, to rely upon one's individual racial heritage. These three impulses evince a common sentiment, which is that teaching is most perfect when it partakes of the nature of the instinctive, of the inspired,—when it is effected as an art rather than as a purely mechanical craft. It should occasionly occur to every Normal School Faculty to ask: Is this sentiment well founded? Like every sentiment that has not only persisted but acquired constantly increasing definiteness of content in the genius of the race, it is probably very well founded. Let us inquire as to what these foundations may be.

First. Teaching must in the ultimate ideal remain an art because it deals not with the type as does a purely mechanical craft but with the individual as such; and because the development of the race has emphasized variation among its individuals by placing a premium upon individuality. Despite all community of powers human beings vary greatly. Their very institutions are a proof and a guarantee of the further emphasis of this fact; witness the modern tendency toward extreme division of labor, specialization and expert service, in the industrial and professional world. There is everywhere a premium upon individual resources. Hence education is forced more and more to measure its success by the extent to which it can achieve the social fitness of the individual by utilizing his peculiarly individual traits. In the end, then, the most successful teacher is the one who possesses the power of almost infinitely varied, unforseen reactions; the possession of this power ranks the teacher with the artist. Her *art* finds its call and its constantly shifting themes in the infinite variability of childhood.

Second: This power of almost infinitely varied, unforseen reactions is exercised by the teacher in her field just as is the same power by the artist in his field. In the development of the human race, again, emphasis has also been placed upon the power for self-readjustment, or upon great adaptability. To develop this power the human organism must have developed into a complex and many-celled storage battery of impressions, capable of more or less spontaneous moter discharges, in effect as free from the tyranny of beaten paths as is wireless telegraphy. Such adaptability of reaction as this which always characterizes the artist, rests not alone upon the power of cool and logical judgment, not alone upon what one consciously or analytically sees, hears, touches, but upon the unconscious storing up of myriads of impressions which become the future stimuli to equally numberless unforseen reactions. There is in every artist a heightened power of more or less unconscious adaptation to the conditions of action imposed by the tools, materials and themes of his art. A delicate shade of color or touch of the brush, the minute variation in the curve of the line or the position of a limb, are matters of execution which defy the analytical judgment: the artist throws himself upon the spontaneity of his powers in action, and judges only in the light of the total effect. I will not claim that the work of art is not, or may not be, also a work of cool, clear judgment; but this judgment must constantly be guided by the required harmony of the whole. In the very nature of the case the mind must be free

to contemplate the whole with relation to each part, and each part in light of the whole; and to this end the mechanism of execution must be free to operate unconsciously in countless adaptations, of eye, of hand, of muscular exertion, nervous tension, and the like. The artist, in other words, be he painter, sculptor, musician, writer, orator or marksman, is one vast mechanism capable of innumerable adjustments, but subject to an ideal and a free creative will. Such also is the teacher. Her power to inspire in instruction, to control, guide, discipline, all depend largely if not chiefly upon her powers of self-expression; the success of such power is measured by the promptness and fitness with which she can unconsciously adapt her expression to the conditions of her environment, while at the same time keeping the larger purposes of her efforts in view. If she is an artist teacher you will mark the presence of a power for inspiration in any situation thru a suggestive expression, side by side with the power to judge of the validity of her every act in the light of the ultimate good of the child.

Third: No artist, whatever be his genius, is either a freak of nature or an unaccountable phenomenon. He is always the product of natural and germinal selection, plus the stimulus of a more or less favorable or opportune environment. He is *like* other men in that his initial powers rest upon a racial heritage; he is *unlike* other men, in that in him this racial heritage is richer along certain prescribed lines than in others. For example, rythm, melody, harmony, and their service in tribal, family and national affairs, have been with mankind from the first, gradually intensifying, growing constantly more definite and perfect in musical form and furnishing strong social elements to which the race must be fitted. Hence, it is perfectly natural that in the variation of individuals, some should possess a richer store of musical resources, become genuine musical artists. The argument is applicable to every art; each artist, in his line, is simply more richly endowed with some of the instinctive resources of his race. These deep seated instincts are the sources of æsthetic emotions, and hence also become the main springs of artistic action.

Now of all arts, that of the teacher is the most universal, because the instincts or native impulses upon which it rests are the oldest in the history of the race. They are, first, parenthood; then the broader human sympathy, fidelity to the tribe, people, nation, religious conviction and religious faith, the "will to believe" There are no racial sentiments older than these and they all prompt the teaching art. They must all be awakened in the soul of the successful teacher.

Finally the artist possesses the power to conceive ideally. His skill, his rich resources of emotion and instinct, are naught except they are brought to bear upon some unitary purpose, some ideal. What these ideals and purposes shall be is determined by the arist's perspective of the needs and movements of the age and civilization in which he lives. Touched on every hand by the social, religious and industrial institutions of mankind he comes to his conception of their ideal needs and purposes, and out of the wealth of his artistic resources, speaks to mankind thru products that become an inspiration, because they suggest a niveau above the ordinary level, that stimulates anew the will to *be* and to *become*. Thus, by combining the talents of several men in some one line of creative activity in one man—the artist—does the human race maintain its approach to the throne of God. And what is thus true of the power of the painter, the sculptor, the poet, the musician, the orator, to idealize at once socially and creatively, must be also true of the artist teacher.

Now recall with me, if you will, the history of Andrea Del Sarto, called the "Faultless Painter," which Browning has wrought into a poetic monologue. Del Sarto was an artist of great natural talents, one whose technique was equal to the most faultless artistic reproduction of the detail of nature,—say of the human form and features. But the strange disaster that befell his work was that he was able to realize his ideal,—a disaster because the actual realization of an ideal means that it has been drawn from the level just beyond one's reach down to the level of one's feet. When one finds himself standing upon a height that has once been his ideal, he is lost if he has no vision for further heights. Each summit must yield a view of new summits: "a man's reach should exceed his grasp or what's a heaven for?" For Del Sarto there was no reach beyond his grasp; his ideal was perfection of form, color, detail, things which in themselves possess no life and hence can not beget it. Faultless execution, as an end in itself, having been once attained, there could be no future for the artist but the mere exercise of his skill without the devotion of his art to some genuine human service. But the further secret of his failure is significant. If Browning's monologue is measurably true to the real situation, Andrea Del Sarto was not a stranger to those deep-seated, instinctive fountains of human sympathy and ideals which might have lifted his

art above the reproach of soullessness. The story tells us further that he became a worshipper at the shrine of an idol whose inspiration could neither harmonize with nor reinforce the ideal purposes of his art. Here, in the devotion to an ignoble idol, he lost the touch between life and art All the strong emotional and inspirational sources of his nature were drained off, spent, upon a sentiment that could not add to the joy in his art. He could not create, he could not idealise. he could not uplift through his art; he could only execute without a fault. He himself says to the idol, his wife,—

. . . . . "All is silver-gray,
"Placid and perfect with my art: the worse!
"I know both what I want and what might gain;
"And yet how profitless to know, to sigh
"Had I been two, another and myself,
"Our head would have o'erlooked the world!"

The tragedy of Del Sarto's life lay not so much in the hunger and impotence which a vain idol-worship engendered in him personally, as in the fact that his art, even in the faultless realization of his formal ends, succeeded only in thwarting the very human, ideal and universal purpose of *service* for which art exists. Do you know that this same cold tragedy is a part of the daily lives of some teachers? They are the pedantic dry bones, the unrejuvenated Fausts of the profession,—mere bread and butter artisans who grind out the routine of school-forms very often with comparatively faultless fidelity and rhythm, but whose professional horizon after all compasses nothing broader or profounder than the faithful rehearsal of the day's mechanics. Their continuance in teaching is a daily misfortune to the children who have been placed in their care. The picture is an unpleasant one; let us turn from it with the passing reflection that it is a possible danger in the path of every young teacher, to consider for a moment the relation which the technique of teaching bears to what we have presumed to call the art of teaching.

What has been said thus far is not intended to lead you to regard slightingly or with the attitude of indifference the need of close and patient attention to the exact details in the matter of instruction; but I should like to suggest to you a unitary view which may be taken of all questions of detail, form, method, device, and the like, with which teaching is concerned.

Your first function is naturally that of supplying the child with experience, information, ideas, knowledge. Your studies here have already taught you that this knowledge is not an end in itself, rather that it looks to action, to the adaptation of the child in the highest sense to the demands of a social environment. You give him knowledge that he may act with relatively greater force, economy, breadth of view and fitness.

Your second function is that of training the child to habitual lines of reaction upon the knowledge he has acquired. This function comprises among its purposes, the ideas of habit, facility, the establishment in every child of an unconscious mechanism of habits. Training in habits of action, like the imparting of knowledge, cannot, however, become an end in itself. Both must be made to subserve the higher ends of life; it is their natural function in the economy of the individual to have just this bearing upon the great purposes of existence. In that they result in a delicate, complex, and more or less automatic mechanism, training in definite knowledge and training to definite habits have opened the way to the child for exercise of freedom. Freedom is self-directed activity within the limits of natural law and order. If knowledge and habit bring somewhat of a socially fitting law and order into the child's being they have paved the way for the exercise of a law-abiding freedom, provided some artist-teacher can supply the inspiration thereto.

Herein lies the third and highest function of the teacher, and the one which will distinguish her as an artist in her work,—to call the child not only to his traditional heritage of knowledge and facility, but also to the enthusiastic and consecrated devotion of his powers to the best ends which his age and its civilization can be made to reveal. The teacher who cannot do this may become at best the faultless drillmaster, and that in itself is not worthy; but unless she can inspire in the child that will to know, to be, and to do,—unless she can warm his heart with the sentiments that have fired his race, his country and his age,—if love and sympathy and beauty be not daily motives in her work, she will remain but the type of that dusty, cobwebbed and unimpassioned automaton against whose occupancy of the teacher's office the world has repeatedely and emphatically registered its protest.

In the development of my thought thus far there must have been suggested to you a variety of conditions the satisfaction of which will help to keep alive in

you the spirit and the touch of the artist. In conclusion, let me enumerate those which seem tc me to be paramount in importance:

First. Strive to keep the ultimate ends of your work in view, and their oneness with the great ends of life. The salvation of the teacher will always lie, not in the contemplation of the immediate acts of her office,as so many isolated, "silver gray" items in the daily round of her work, nor of their more immediate, detached results, but rather in their constant exercise and contemplation in the light of the ultimate purposes of life, worse realization her office should undertake to further. It will always be worth your while to ask concerning everything you do for the child: Is this getting him ready for an incidental parade, or is it a vital and essential contribution to the characteristic harmonies of child-life as well as to his ultimate social fitness? Or that other question which will often sting the conscience of the teacher if it be not proof against all altruism: Has the measure I have taken in the reproof, dicipline or punishment of the child, really been such as touches the future conduct of the child aright, or has it been a compromise with my personal convenience, feeling and desires? Drop but the great end out of view, contemplate merely the faultless form and detail of your work, and you will throw away a great power and influence and put in their place a little self. Keep alive the sense of the worth and dignity of your profession, as one having its organic place in the economy of the twentieth century civilization and hence always to be in harmony with its higher purposes and achievements, and you will always feel somewhat of the spirit of an inspired teacher.

Second. I have already called attention to the power of a revival of learning, or science to beget a revival of the art of teaching. What has thus been repeatedly true of the race will always be true in you. The inspirations that always come from new knowledge, new light, new power, in other words, your own future development, will always condition the presence of the artist spirit in your work. You cannot afford either to let the fountain of cultural resources run dry nor to choke up the passages which give access to a renewal of the fountain. There is no means more likely to restore strength, spirit, courage and vigor than food.

Third. Keep all the mighty force of faith and belief.. Nothing could prove more destructive of a teacher's art than a general loosening of her convictions. I thoroughly believe that it takes faith to be a teacher of spirit,—faith in the universe and its workings, faith in man, in the road he has traveled thus far, in his outlook and future, faith in a present, a growing and ultimate good, in present, growing and ultimate truth and beauty. I do not see how any one can consistently attempt either to teach, train or guide children without as much faith as this.

Finally the artist teacher is supported constantly by the exercise of the deepest human sympathies. There are no teachers who do not spread a contagion of sympathy, love, joy, of the sense of right, justice and beauty, and of human service by the exercise of these sentiments themselves. *All others are taskmasters.*

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The thunder of squadrons of victorious battle-ships, the resistless march of triumphant battalions, followed by white-winged and peaceful organizations of public teachers, representative of the moral might of the Republic—this it has now been officially announced, may be accepted by the world as the scope and meaning of American territorial expansion, however achieved. Authorization for the enlistment of 1000 trained American school teachers for service in the Philippine Islands tells its own story and proclaims its own beneficent purpose. These teachers are to become the factors in the establishment of a free school system that is to extend thruout the whole Archipelago, including a normal school for the training of native teachers, an agricultural school in the interests of a more intelligent and economic cultivation of the soil and a school for instruction in the mechanical arts.—*S. F. Chronicle.*

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This suggestion of a ten-minute talk every day in the higher grades of the city schools is worth considering. The battle of life is hard, and is growing harder all the time. One of these ten-minute talks on physiology, law, natural science, language, rhetoric, logic, the origin of architecture (and the subject might be multiplied), would be more serviceable than a whole month of didactics of the routine kind. There would be plenty of volunteers and the teachers would suffer nothing.—*Fresno Democrat.*

Current Educational Thought.

DRUDGERY IN EDUCATION.

Professor M. V. O'Shea, in The World Review.

The few men left in active educational work who style themselves "conservatives," meaning by this that they are opposed to all progress in teaching, must have been made sick at heart when Commissioner Harris, in reply to Professor Briggs at the Superintendents' Convention in Chicago, maintained that drudgery was not essential to the development of a strong character. These "conservatives" have looked upon Commissioner Harris as their patron saint; they believed that he was hostile to the "soft" education of these degenerate days; that he still had faith in the good old formal régime of past times; that he still maintained character would become flabby unless it was hardened by the performance of disagreeable tasks. But Commissioner Harris cannot be cited any longer as favoring the sort of education to which Professor Briggs thinks we ought to return. It perhaps would be just to say that the Commissioner's method of viewing educational questions leads to a conservative attitude. He is essentially philosophic and historic in his mode of thinking. He is not scientific in his sympathies in the sense in which this term is customarily used; but there are few if any fundamental educational principles which men of scientific temperament and habits of thought are contending for to-day that he has not contended for as a philosopher and historian. It seems as if there were a few doctrines in education which all investigators, no matter how they approach the problems, have settled upon; and, when raised in protest against this onward march of education, the voice of Professor Briggs is as a voice crying in the wilderness.

CRITICISM OF PUBLIC SCHOOL WORK.

Pres. E. Benjamin Andrews, in Educational Review, March, 1901.

Closely connected with pupils' dislike for solid reading is the evident disinclination of too many boys and girls after leaving school to make earnest effort of any kind. They have not the power of strong exertion. They lack courage, resolution, "sand." They are afraid to take the initiative. The typical pupil of to-day must be interested before he can act. The pedagogy of gush has brought him to look to his teacher for interest, not to find it in himself. It is beaten into his mind that his teacher must keep him attentive. If a suggested task is not intersting he cannot think of it as having any claims upon him. Little of the tonic that comes from driving the will to perform unpleasant duties is ever given him.

The public-school teaching of the next century will correct this, developing the heroic qualities in children. The teacher for his part should certainly be the source of interest to his class, but woe to the pupil if he depend for motive on such foreign source. No greater virtue can exist in a child than the inspiration to follow up and finish an unpleasant task. The work men have to do is not always delightful. You must take life as it comes, the distasteful with the inviting. Most often the sunshine, less or more, irradiating your path must spring from within yourself. Permanent interest in your work cannot be supplied by another. When perchance a little is thus generated your own strength is lessened, your manliness, your independence impaired. Pupils' resolution must be developed, their self-reliance, their courage, their initiative, and their ability to bring things to pass. My conviction is that schools are soon to give this due training in-will power and in character. Such reform will render education well-nigh complete. That the on-rushing century will mark vast educational progress none can doubt; may we hope that its advance will match that of the vanishing hundred years? Mad as the optim-

ism may seem, I beleive it. As the school which now is, is to that of the year 1800, so or more so shall the school of the year 2000 be to that existing today.

A SUPERINTENDENT AND HIS TEACHERS' MEETINGS.

Mlio Asem Tucker, Los Angeles, Cal., in Moral Education.

There are many kinds of teachers' meetings. They may, however, be loosely classified or thrown into three great classes. The many variations finally resolve themselves into these groups, and they follow the lines indicated by the superintendent in charge. It has been said that "as teacher so is the school," but it is equally true that as the superintendent is so are his teachers' meetings. Let us look at each class of teachers' meetings.

The office superintendent, who is a record fiend, has clock-like precision in all he does. He calls a teachers' meeting at a regular time each month whether there is any work of true worth to be given out or not. He is conscientiously orthodox, and must live up to his well-established principles of periodicity. This superintendent generally selects Saturday on which to hold his meetings, and, regardless of the teachers' feelings, he breaks into their day's work when they might really accomplish something in their own lines of thought and study.

As a result of this method the teachers all assemble regularly at the appointed time to answer to roll-call and the reading of the program, which consists generally of a good, rich treat to all of the teachers. They relish this, for they have long been accustomed to feed upon such meat. This office superintendent's program consists of a rehearsal of what the special teachers have seen at the different buildings during their monthly rounds. Each special teacher is assigned from fifteen to thirty minutes, and they are expected to fill up the time in any way they see fit. Resulting from this method the special teachers are dragged into rehearsing, emphasizing and re-emphasizing details and minutiæ which they have repeatedly given at each monthly meeting for the past number of years, and which some of the teachers have heard almost from time immemorial. If one can imagine the strain on the nerves, both to the listener and entertainer, one can see that such makes well toward dissatisfaction and disgust to all parties, instead of tending to enliven and enthuse the teachers, thereby the better to prepare them for their daily work in the schoolroom. Such are the results of an office superintendent who loses himself collating statistics, and thereby narrows his vision and usefulness.

Now, the field superintendent is generally a scholar and a student. He is one who is vitally and fundamentally interested in real school problems and not especially statistics. Of course the statistician is an important factor, but the field superintendent feels that his time belongs more to helping the school children under his care than to making balances and devising systems by which to check teachere' meeting.

Since the field superintendent is a student of actual conditions he is generally abreast with the times. He knows all the latest books and periodicals upon his field of work. He meets the teachers, or has others do so, and talks over the latest books and the newest topics of pedagogical interest. He tries to find out their true and relative value to the teacher and the school. These discussions are participated in by all or part of the teachers at each meeting. They take these topics back to their daily work because they realize that they are vitally important and can be utilized. The field superintendent has correspondence with many of the leading educators of the country. Whenever he can get them, his teachers' meetings are increased in general interest by securing them to give discussions and lectures on the teachers' work. Then, again, the best superintendent makes use of all his teachers, especially those among them who have had special educational advantages. He does this because he is broad-minded enough not to fear them, nor be jealous of their prosperity and success. In fact, he urges them on, that the community may have the benefit of their training. As a result of this kind of super-

intendency, there is a general awakening of the entire city and county. It, however, takes a brave man to surround himself with strong men, for there is always a danger of the subordinates coming to the front too much to suit a weak or jealous superintendent. Often it is that merit is crushed and the community deprived of the work of able and willing teachers because of jealousy.

Again, the field superintendent may conduct his teachers' meetings along another line, and this is often most successful. He may meet part of the teachers from time to time at various places, and carry on certain lines of investigation and research in which they may be interested. For example, some may be considering mathematics or language, while others are studying along lines of primary and kindergarten movements.

In conclusion, let us notice what kind of superintendent accomplishes directly for his teachers and indirectly for his school children through his teachers' meetings. In the first case the office superintendent drags together a body of unwilling teachers to hear an uninteresting program and to gather information which is of slight value to anyone. With the field superintendent there is a positive gain. The teachers are aroused, awakened, interested and even eager to carry the lines of thought and study to their school. Such a superintendent helps the children, benefits the community and has the respect of his teachers, which cannot be said with equal truthfulness of the first one.

Educational Notes.

Spontaneity, that is, private initiative, is the characteristic, the key-note, of American education.— *Nicholas Murray Butler.*

It is better to be even a pumpkin than an orchid. The orchid is a pretty thing to look at, but is of little actual value from the practical standpoint of daily life.— *Yuba City Indenpendent.*

The entire object of true education is to make the people not merely do the right things, but enjoy the right things—not merely industrious, but to love industry—not merely learned, but to love knowledge—not only pure, but to love purity—not merely just, but to hunger after justice.— *Ruskin.*

How to live? That is the essential question for us. Not how to live in the mere material sense only, but in the widest sense; * * * how to use all our faculties to the greatest advantage of ourselves and others—how to live completely. And this being the great thing needful for us to learn, is by consequence, the great thing which education has to teach.— *Herbert Spencer.*

There are more teachers who hold fine theories of education than there are who consistently follow these theories out in daily practice. This common failing is well hit off in the bit of satire which represents a little boy as describing the "moral suasion" which prevailed at his school in these words: "we get kep' in and stood up in corners, and locked out' and locked in, and made to write one word a thousand times, and scowled at, and jawed at, and that's all." At the same time a "moral suasion" that is both moral and persuasive to right is worthy of being put into common practice.— *New York Observer.*

The suggestion made in the legislature the other day that some of the state normal schools will be turned into manual training or technical schools, is a good one. California does not need more school teachers so much as she needs more mechanics, chemists and miners.—*Oakland Enquirer.*

It may be said that the state does not need more mechanics so much as she needs more *good* teachers. It is not so much quantity as quality that is aimed at. If comparisons must be made, a good citizen is of more value to the state than a house to put him in. The normal schools, better teachers, better citizenship, will draw after them skill, industry and thrift.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"And I stand not alone, I will gather a band
Of all loving mothers from land unto land.
Our children are part of the world! Do you hear?
They are one with the world — we must hold them all dear!
Love all for the child's sake!"

The Mothers' Club, Golden Gate School, holds monthly meetings during the school months. The president, Mrs. Fairchild, in her address to the club, Wednesday March 20th, spoke of the hearty co-operation from the families represented in the school, and the great good resulting therefrom; the influence extending to mothers who cannot attend the regular meetings. Once a year a feast is prepared for the children, and the children in turn provide the entertainment. On the last school day of the century, the interior of the school building was transformed by blackboard drawings in colored crayons done by the children. The walls were draped with the school colors, lilac and white entertwined with evergreens. The exercises consisted of songs and recitations. And the treat,— such a treat,— not a child overlooked. The Mothers' Club, having provided the treat, were present in force to aid in the distribution of — what? Dainty receptacles of all shapes and colors, filled with caramels, pure and fresh.

"Amusements and the Need of Them" was the subject at a p vious meeting. Among other subjects discussed during the year just closed v re: "Obedience of Children"; "Occupation of Children"; and "The Physica Life of the Child."

"The Life and Character of John Ruskin," as portrayed by Lelia Latta, M. D., and published in the *California Club Woman*, San Diego, Cal., suggests all that is claimed for it. Strength of character, great love for humanity, and unbounded desire to uplift men and women from the humdrum existence of life to a higher plane. It is beautifully written, and worth a second and third perusal. Ruskin is quoted as being thoroly English in his ideas of obedience. He believed that children should be trained into the habit of "instant and totally unreasoning obedience to their fathers, mothers, and tutors."

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At the Laguna Honda School, Dr. C. A. Crockett addressed the Club, March 9th, on the subject, "Care of the Eyes":

As a nation we are weak-eyed and weak-nerved. Good health depends upon the eyes and teeth. If your child is irritable and fretful be assured that he has normal vision; the probabilities are, he has not. As you all know, headache is the direct outcome of weak eyes, and glasses may be considered of as much service as crutches to those who cannot walk without them. The younger the child the less resistent it is to strain. A child with red lids should not be allowed to attend school, and the practice of using towel and basin cannot be too strongly condemned.

As to light: a new-style lamp with green shade and Rochester burner is perhaps the best. The child should sit so the light falls over the left shoulder. In gas light the next best thing is a Welshach; if electric light is used there should be a ground glass burner. In conclusion, children need every prop and help that science and intelligent hygiene can offer.

After the Doctor's talk several questions were asked, and as is usual with Mrs. O'Neal's club, the hour proved to have been one well spent.

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In March number of *Good Health* there is an excellent article on "The Child's

Sleeping-room." Every Mother's Club should have this journal to read and to talk about. In the training of children there is nothing quite so important as "good health." First the body, then the spirit. In the article mentioned Joseph Byrne, A.M., M.D., says:

A little boy runs around and tosses and tumbles in the daytime until at night he is exhausted, and sleep and rest are needed. Then he is put into a crowded, dark, stuffy room to pass the night in a restless, semi-stuporous condition, tortured by dreams and nightmare. Is it any wonder that such children are deficient in intellect? When health, food, and comfort come to other children without effort, as the bloom comes to the flower, it is easy for them to develop their minds, but besides these we have the wretched children of the poor, who seize their only opportunity to get in the schoolroom the much-needed rest and air for their exhausted little bodies. To urge such children is a crime of our own making and toleration. We are advancing civilization at a terrible sacrifice. But now that there are phys . o superintend schools, it is to be hoped that they will do their duty by these little martyrs.

It is said that horses, i not allowed proper time to rest, will sleep while being driven. Many a poor man's child does at school practically what the overworked horse does, and gets punished for it. A visit to the schoolroom is always interesting to the physician. He is sure to find some tired children whom the teacher would doubtless pronounce lazy. If these children are observed, they will be found pale and stupid-looking, mouth-breathers, perhaps suffering from nasal obstruction. Thru no fault of theirs, they are deficient in mind and body, and they are whipped for it in the name of progress and education. Was there ever a grosser injustice?

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CARE FOR YOUR CHILDREN LOVINGLY.*

HESTER A. HARLAND.

There has never been a time — and never will be — when the depth, the power, the permanency of mother love can be doubted. It is love so devotional, so self-sacrificing, so eternal, that it stands as the noblest and purest of human affection. Its beauty and pathos are written in story and sung to us in verse; we read it in happy faces about us, or mayhap in pale and anxious ones; we hum it in lullabys, and t comes smilling to us from every gallery-wall thru the beautiful eyes of gentle Madonnas. There is plenty of mother love!

There came fear, hand in hand with mother love — fear lest some suggestion, some interference, some new interest, should step in between the mother and the precious babe; should place it at a little distance from her and study it or analyze it and question about it some other way than thru the eyes of love. And so, fearful of the slightest separation from them, mothers clasped their babes closer and trusted to INSTINCT to guide them in their care of their precious ones. But trouble grew thick and fast; life became more complex; problems arose that instinct could not solve; mistakes were made and discovered too late to be remedied; sorrow came, and sometimes death — all because too much importance was attached to instinct.

Discerning and conscientious people began to discover that unless human sacrifices were to continue WISDOM must go hand-in-hand with mother love; they saw that to care for children WELL meant to care for them WISELY, and this wisdom was to be gained only thru thought and study, exchange o ideas, and conscientious endeavor.

In the search for wisdom about children and parenthood and teaching it has come to pass that everything was found to be in readiness. Our public libraries and other libraries have more literature, easy to get and easy to read, upon the care and education of the child than busy mothers can hope to read in a lifetime, but we can read some of it, and all we can read we sorely need. School libraries have books teeming with the knowledge which should be ours. Not a teachers' convention is complete without its department which discusses the welfare of the child from the individual standpoint; in many states are organizations formed for the sole purpose of studying and discussing the child's three-fold uature in every phase; there are Mothers' Clubs in cities and towns, in the home, in kindergartens, in public schools, in church circles, in clubs and societies; physcians and specialists make child-study a part of their work and the frequent subject of their lectures, and universities have departments for its special consideration. So, from the kindergarten to the University is carried on this work in behalf of childhood, and we, co-operating in the same work, receive the results of the research and study as a WHOLE, from many points of view, so full of deep meaning alike to mother and teacher.

Here, in the school club, which is a factor in the work, we have a share to perform. Not

* Read before the Golden Gate School Mothers' Club, March 20, 1901.

only must we gather from all possible sources—we must so question, so discuss, so study, so understand every phase as presented to us that we can turn it into the PRACTICAL work of our every-day life, making USE of it, LIVING IT in our attitude towards our children and towards each other.

There is no suggestion, however small or simple, but that, if good, is worth carrying into our lives for this day and tomorrow!

I take it for granted that in these meetings you have often had the physical care of the child fully discussed; that "Diet" has been a special topic, and that you are familiar with the subject of nourishing food.

Then, of course, the question of "Hygiene" has been taken up and every child of yours is given its regular bath besides being KEPT CLEAN; he has fresh air always in the room he sleeps in, and in every room; he gets sunshine and out-of-door exercise; he romps thru the day and quiets down toward evening—as everything in Nature seems to do—so that for an hour or two before bedtime his brain has a chance to cool—the extra blood gets away from his head—and he goes to bed in calm and quiet, and so sleeps the whole night thru. Not so with the child who is overfed, and who plays and perhaps quarrels up to the last minute before bedtime; HE throws off the bedclothes, tosses his little head about on the pillow and groans, and cries out in frightened dreams and keeps mamma awake almost all night.

So about the clothing—you are watchful that it shall be warm enough; that it shall be so loose the rapidly growing body may have freedom and expand naturally.

You watch carefully that EYES are not strained. You have them examined, of course, to be sure there is no defect of which you might not otherwise be aware. You watch just as carefully his HEARING, because you know that some children, bright children, have been misjudged as stupid when the hearing has been defective—no one detecting it early enough. Your children's throats and nasal cavities are examined occasionally, so that growths do not form, as they frequently do in other children, often setting the seal of poor health upon them; and to prevent sickness the teeth are kept clean; the child is taught to sit straight, that there are not narrow chests and stooping shoulders; you watch the way he walks so that the tender limbs do not get misshapen.

If your child was a nervous child, you learned long ago to surround him with that which was quiet and most restful; if he was phlegmatic—slow and inactive—you offset that by sunshine, bathing, air, and exercise.

Thus, with all this wise care and watchfulness, do the babies grow into splendid, healthy, natural little animals, just as they should!

In the meantime. the activities of the ordinary child seem to have no limit; he must be into everything, see everything, hear everything, ask about everything, TRY everything, even if he breaks everything. This is the time that the wise mother sees that to feed and clothe is not her ONLY duty to the child, neither is it her highest duty. These activities, which are the natural outcome of a perfectly healthy body and mind, must not be checked, must not be REPRESSED. What then?

They must be directed, and they must be directed into right channels, into lines which shall lead to usefulness. This is the time to "start the child right in mind and heart." This may not seem so easy a matter, especially to the mother who thinks she has an "obstreperous child." Her most difficult task, in this case, is first with herself. If she would do her duty she must daily and hourly train herself not to fall into the common errors that many mothers make. She must be careful not to say the eternal "don't." If her child is hard to manage she will try to divert, to deflect—turning his attention to other things from the subject about which he may be willful; if she expects to be obeyed she will give FEW COMMANDS—too many commands and too many "don'ts" are sure to breed disobedience, just as surely as will too much fault-finding and censure.

If your child is destructive—and it is well to remember that in the beginning destruction, of itself, is not bad, the inquisitive child, inquisitive to learn, destroys to find out what things are made of, and he destroys without knowing the value or consequences. Let him learn his lesson—that to destroy is to lose, and often something of value. If he continues, just to show his power, turn that power into its proper channel, that is, teach him to construct, to create something; no matter how trivial the thing made, it has taught him useful activity; he will learn to love to construct and to love that which he has constructed, and he is on the right path. Later he will prove that the child who is helped to work cheerfully and play cheerfully, and get all the fun out of his activity that is possible, will not hate work. It is the child who is DRIVEN to work, and driven hatefully, who will always dislike it and always try to shirk it.

The best way to get a child to do that which is best for him to do is to create an INTEREST in him in the doing.

At this point in a child's life often arises the question so misunderstood, so misapplied, that of disobedience and its punishment. So much of the trouble lies at the door of the parent! And the parent so often needs discipline in self-control — when the obedience, discipline and punishment of the child are in question. If more courtesy were shown to children the discipline would be better — the courtesy expected OF them should always be given to them. If obedience is needed specially it should be demanded and received from the child. On the other hand, it is best not to see and point out every fault of the child, or small faults, or any at all if they can be reached in any other way or be left to die out unconsciously to the child. Many faults of his can be cured unconsciously to him by the tactful mother who loves too much to hurt and who will never make faults obvious or great by holding them up to ridicule — nor will she allow others to do so. It is best to see the good traits in a child and keep them CONSTANTLY before you if you are inclined to find fault.

Let your children romp and be free and happy! At the same time ensure them absolute protection. Let them grow and develop unconsciously and naturally— while you are guiding, carefully, head and heart and hand.

Tenderness in children comes usually thru tender care. Yet it is often necessary to awaken in them the thought of tenderness, kindness, and protectiveness, because their vigor and activity often lead them in the opposite direction. A little care that they shall be generous, thoughtful and sympathetic of and with those about them, will be sufficient — in later years the reward comes back in special tenderness towards the parent.

Every child should be taught to love animals, to protect them, and to care for them. Nothing so stimulates kindness in children as to teach them the loving care of helpless, dumb animals, and nothing so stimulates cruelty and harshness as allowing them to be blind or indifferent to their sufferings. I would recommend for the children's reading — to arouse an interest in this subject — "The Story of Black Beauty."

How I wish it were possible for the mother (that every mother could MAKE it possible) to gather her children about her for a quiet hour each day in which to enjoy a story or to read books, chapter by chapter! There is no sweeter, closer companionship to be had between mother and children — reading with the children, reading to interest them; it brings them closer together and forms a bond which nothing can break.

Books can be written on the subject of Reading for Children, and as the best moral lessons of life can be learned from reading wholesome books, it is part of the mother's duty to encourage this reading — and with the help of the teachers, if needed, and our good libraries, there need be no anxiety as to selection — a little search will find good books on every hand.

So, as the body grows in health, the brain develops, reaching out towards everything within the circle of vision. See to it that that which comes within that circle shall build for "power, vigor, and self-control," and so the character is built — character which honors labor, which grows thru doing things, grows thru learning something of self-sacrifice and abnegation, grows best upon the knowledge of being useful, of being SOMEBODY, of being happy, which grows thru loving and being loved! And on the other hand character is ruined thru drudgery, fear, oppression, unjust restraint and misery.

I should like to recommend for mothers' reading one special book — Jacob Abbott's "Gentle Measures for the Young."

Help your children to enjoy Nature by getting close to it, enjoy it with them; dress them in durable romping apparel and take them to the woods, the beach, the park — anywhere where there are flowers and freedom, frolic and sunshine.

This kind of childhood is very sweet, and the impressions very lasting. One of the main points thru all the years of care — and a mother's life is one long term of consecration to the fulfillment of her responsibility — one of the points to be kept in view amidst complex problems and duties, is to so love and direct with JUSTICE that the firmest confidence is established between mother and child. There comes a time when it is needed and when it will tide over the time which comes to many when the independence and newly felt power of womanhood and manhood often tend to change the whole attitude toward life, toward friends, toward family. Confidence and love are the safest and best anchor during this period.

The best mother not only loves her own but all children for children's sake; she sees their frailties and "tides them over"; she sees their power and possibilties, and helps to shape and guide them properly for their sakes and those who come after them. And so, dear mothers, watch with care, watch with love, and watch not only with love, but watch LOVINGLY!

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
ELMER E. BROWN, Prof. of the Theory and Prac. of Education, University of California, Berkeley.
MORRIS ELMER DAILEY.....President State Normal School, San Jose.
E. T. PIERCE.....President State Normal School, Los Angeles.
C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

OFFICIAL INFORMATION.

SCHOOL CENSUS.

The school census of every school district in California is required to be taken between the 15th and the 30th days of April, each inclusive. Superintendents, boards of trustees, and census marshals should read carefully the sections of the Political Code and the instructions relating to census which have been printed on the back of the school census marshal's report blank. At the recent session of the state legislature sections 1637 and 1638 of the Political Code were amended. Section 1637 now reads as follows:

"1637. He must include in his report all children who are absent attending institutions of learning, whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who are not living in tribal relations, orphan children, half-orpan children, and children living in orphanages and attending public school shall be listed in the district in which the orphanage is located under the guardianship of the matron of the orphanage; he must also include all native born Chinese children."

Section 1638, as amended, reads as follows:

"1638. He must not include in his report children who are attending institutions of learning or such benevolent institutions as deaf and dumb, blind, and orphanage asylums in his district, whose parents or guardians do not reside therein, unless such children attend the public school in the school district in which such benevolent institution or orphanage is located."

Note that only orphan children that attend the public schools are to be listed as belonging to the school district in which the orphanage is located.

Complaint has been made to the State Superintendent of Schools that some census marshals fail to observe strictly the law in listing Indian children. Census marshals will note that by section 1637 they are to *list* only the *children* of *Indian parents that* are *not living in the tribal relation*, and also section 1858 provides that *Indian children* whose parents are *living on government reservations are not* to be counted as census children. By implication, sections 1637 and 1858, native born Japanese children, being Mongolians, are to be considered and listed the same as native born Chinese children.

Census marshals are empowered to administer oaths in determining the residence of parents or guardians. School superintendents are expected carefully to examine the returns or reports of census marshals to them and, among other things, see that the same children are listed in but one school district.

CERTIFICATION BILL.

New features of the Act which goes into effect July 1, 1901, being amendments to Sections 1503, 1521, 1663, 1770, 1771, 1772, 1775, 1787, 1788, 1789, 1790, 1791, 1792, and 1793 of the Political Code.

First — Preserves all rights conferred on teachers by their present certificates or diplomas of any grade.

Second — Affects future examinations by:

(*a*) Abolishing examinations for primary certificates,

(*b*) Abolishing county board examinations for high school certificates,

(*c*) Providing for but one teachers' examination a year in the different counties for grammar school and special certificates,

(*d*) Prescribing a list of subjects, uniform thruout the state, for examinations for the grammar school certificates..

Third — Benefits holders of certificates secured on examination by:

(*a*) Providing for permanent county certificates of all grades,

(*b*) Granting life diplomas on forty-eight months' experience in teaching, instead of seventy months,

(*c*) Abolishing the state educational diploma.

Fourth — Affects state normal graduates by:

(*a*) Requiring normal schools outside the state to be designated by the state board of education as of equal rank with the California state normal schools before their graduates may have the same privileges as the graduates of California state normal schools,

(*b*) Abolishing the special course in the State University for normal school graduates after June 30th, 1903.

Fifth — Places graduates of other institutions of learning which have been accredited as of equal rank with the University of California on the same footing as graduates of that university, as regards:

(*a*) High school life diplomas,

(*b*) Grammar school certificates.

Sixth — Provides for kindergarten primary certificates to be issued on credentials only.

Seventh — Provides that all high school certificates shall be granted on credentials prescribed by the state board of education. Special individual cases may be considered by said board, and in such individual cases a recommendation may be given upon which county boards may grant the high school certificate.

County boards of education HAVE NOT ABSOLUTE control of the matter of certification of teachers. They must conform to acts of the legislature in the matter.

For information on this subject the decision of the Supreme Court is given in full in the case of —

EDITH A. MITCHELL,
Appellant,
vs.
J. F. WINNEK, ET AL., constituting the BOARD OF EDUCATION OF SAN DIEGO COUNTY,
Respondents.

COMMON SCHOOLS.—Certificate of Grammar Grade — Right of Graduate from State

Normal School — Power of Board of Education — Invalid Rule — Mandamus.— A gradnate from a state normal school is entitled, under Section 1503 of the Political Code, as amended in 1893, to a grammar grade school certificate from any city, city and county, or county board of education in the state; and a rule adopted by a county board of education, requiring one year's experience in teaching, before such certificate will be issued, is invalid, as being inconsistent with the Act of the Legislature; and *mandamus* will lie to compel the issuance of such certificate.

CONSTRUCTION OF CONSTITUTION — "Control" of Board of Education — Legislative Power — Rules of Board.—Section 7 of Article IX of the State Constitution, conferring upon the County Superintendents and County Boards of Education "control of the examination of teachers, and the granting of teachers' certificates within their respective jurisdictions," is not to be construed as conferring unlimited or exclusive control, or power to legislate upon that subject, nor as taking away the power of the legislature to prescribe the rules by which the qualifications of teachers shall be determined, and to determine what shall entitle them to a certificate: and the board of education has power only under section 1771 of the Political Code, to make such rules as are not inconsistent with the laws of the state.

RARLIAMENTARY POWER OF LEGISLATURE — Limitations — Implication.— A state legislature has the same unlimited power of legislation which resides in the British Parliament, except where restrained and limited either by express words of the Constitution, or by necessary implication therefrom; and its power cannot be restrained by any unnecessary implication.

Appeal from a Judgment of the Superior Court of San Diego County,

W. L. PIERCE, Judge.

(Opinion of the Court.)

HAYNES, C. The plaintiff, who is the holder of a diploma of graduation from a normal school of this state, applied to the Board of Education of San Diego County for a teacher's certificate of the grammar grade, and her application was refused by the board. She thereupon filed her petition in the Superior Court praying for a writ of mandate, requiring said board to issue to her a certificate of the grammar grade as a teacher in said county. A general demurrer to her petition was sustained by the Court without leave to amend, and judgment was thereupon entered dismissing her petition. This appeal is from said judgment.

The refusal of the board to grant the certificate was based upon one of the rules of said board, which reads as follows: "Rule 4. No certificate higher than primary grade will be issued to any applicant who has not had two years' experience in teaching in the public schools; provided, that holders of state normal school diplomas, or Leland Stanford Jr. diplomas, shall be required to have but one year's experience."

Appellant bases her right to said certificate upon section 1503 of the Political Code as amended in 1893 (Stats. 1893, p. 267), the first and second subdivisions of which are as follows: "1. The board of trustees of each state normal school, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of training and study prescribed, a diploma of graduation; 2. Said diploma shall entitle the holder thereof to a grammar grade certificate from any city, city and county, or county board of education in the state."

Respondents base their right to adopt rule 4 above quoted, and to refuse the certificate applied for, upon section 7 of Article IX, of the constitution of this state. This section, after providing that the governor, superintendent of public instruction, and the principals of the state normal schools shall constitute the State Board of Education, and after prescribing their duties in relation to compiling and adopting text-books, and after further providing that they shall, in addition thereto, perform such other duties as may be prescribed by law, proceeds as follows: "The legislature shall provide for a board of education in each county in the state. The county superintendents and the county board of

education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions."

The question to be decided, therefore, is whether said rule 4 adopted by the board of education is paramount to the provisions of section 1503 of the Political Code above quoted; the contention of respondents being, in effect, that the said provision of the constitution vests in them a power superior to that of the legislature in prescribing the conditions upon which certificates shall be issued to teachers. The principal controversy between counsel is as to the meaning of the word "control" as used in the clause of the constitution above quoted; respondendents contending that it is synonymous with the term "to govern," "rule," or "regulate"; that the fact of governing includes every exercise of authority, and to "regulate" is the power to prescribe rules by which it shall be governed.

In order to sustain the contention of respondents it is obvious that the word "control" must have been used in its largest sense; in other words, that the control thus vested in the board of education is unlimited and exclusive. In adopting rule 4 the board must have exercised legislative functions, and, if such legislation enacted by the board of edution can supersede an enactment by the state legislature upon the same subjects, they must have the absolute and exclusive power to legislate upon that subject.

I do not think it was intended by the framers of the constitution, nor by the people adopting it, that the provision in question should have the construction thus put upon it by respondents. Article IX of the constitution is devoted to the subject of education. Among other provisions contained in this article, section 5 makes it compulsory upon the legislature to provide for a system of common schools; and section 6 includes normal schools among the kinds of schools which may be provided for, and, in pursuance of the power to provide for normal schools, the legislature enacted said section 1503 of the Political Code.

The "control" of the examination of teachers by the county board does not necessarily imply that the legislature may not prescribe the rules by which the qualifications of teachers shall be determined, nor what shall entitle one to a certificate. Not only was it contemplated that all applicants for the position of teachers would not be educated in the universities or normal schools, and that, therefore, many teachers would necessarily be examined by the county boards, but as to those, it is competent for the ligislature to prescribe the general rules of standard by which their qualifications to teach should be determined, and the enactment of such rules would be entirely consistent with "control" of the county board in making such examinations and in granting certificates in conformity therewith; and such is the legislative construction of the provision of the constitution under consideration.

Section 1771 of the Political Code (Stats. 1893, p. 259) provides: "County boards of education have power: 1. To adopt rules and regulations *not inconsistent with the laws of this state*, for their own government; 2. To prescribe and enforce rules for examination of teachers; 3. To examine applicants, and to prescribe a standard of proficiency which will entitle the person examined to a certificate, and to grant certificates of three grades, valid throughout the county, except as provided in section 1775." It then provides for the number of years for which certificates shall be granted for high school, grammar grade, and primary departments. Section 1775 provides: "That the county board may, without examination, grant county certificates of either the grammar or primary grade to the holders of life diplomas of other states, and of the San Francisco normal class diplomas — when recommended by the superintendent of public schools of said city — university diplomas and state normal school diplomas of other states."

It will hardly be contended that the county boards have power to grant certificates to teachers for a longer term or a different term than that authorized by these provisions of the code; yet it must follow that, if the control of the county board is absolute, unrestricted, and unlimited, they can control the term of the certificate, and grant life certificates or certificates for any term of years, whenever they see proper.

In view of the entire provisions of the constitution upon the subject of "education," we think it could not have been intended that the legislature should be excluded, preven-

ted, or prohibited from prescribing to whom and upon what conditions certificates shall be granted. We have already said that the enactment of rule 4 is a legislative act. It specifies the conditions upon which certificates shall be granted. It is as much the exercise of legislative power as is the code provision that those having diplomas from state normal schools shall be entitled to a certificate upon presentation of their diplomas; yet the constitution provides that the legislative power of this state shall be vested in the legislature. No other body can have or exercise legislative powers unless that power be given by the constitution, or delegated by the legislature, and this power the legislature has delegated to the county board, in a restricted form, by the provision that their rules and regulations shall not be inconsistent with the laws of this state.

'It has never been questioned, so far as I know,'' says Redfield, C.J., ''that the American legislatures have the same unlimited power in regard to legislation which resides in the British Parliament, except where they are restrained by written constitutions. That must be conceded, I think, to be a fundamental principle in the political organization of the American states. We cannot well comprehend how, upon principle, it should be otherwise. The people must, of course, possess all legislative power originally. They have committed this, in the most general and unlimited manner, to the several state legislatures, saving only such restrictions as are imposed by the constitution of the United States, or of the particular state in question.'' (Thorp vs. Rutland, etc., R. R. Co., 27 Vt., 142, 62 Am. Dec., 525.)

If, therefore, it be asserted, as it is here, in effect, that the power of the legislature to enact section 1503 of the Political Code does not exist, the restriction or limitation of that power must not only be found in the constitution, but the prohibition of its exercise must be clear. It must appear either from express words or by necessary implication. It is not asserted that there is any express prohibition, nor does the use of the word "control" necessarily imply that the power of legislation upon the subject in question is prohibited to the legislature. Apparently inconsistent provisions must be harmonized and each given some effect, if that be possible. To give the word "control" the effect given it by the court below, some qualifying word, such as "exclusive," "absolute," or "unlimited," must be implied, since without implication that word does not necessarily imply that the legislature has no power to declare the holders of the specified diplomas should be entitled to certificates of the grammar grade.

Counsel for respondent quotes from the debates of the constitutional convention, volvme 3, page 1400, the discussion upon a proposed amendment to section 8 of Artical IX, which section relates to "local boards of education," the last clause of which was as follows: "They shall also have control of the examination of teachers and the granting of teacher's certificates within their several jurisdictions."

It was proposed to amend said section by adding the words, "subject to general legislative enactments."

This amendment was opposed upon the ground that section 7 of said article which provided for a state board of education had been defeated. Mr. Laine said: "It seems to me that it will open the door to bring back the old system. We have got rid of this board of education (meaning the state board), but that thrusts us back to the old system whenever the legislature desires to have it so"; and Mr. Larkin contended that it "would destroy all we have done in relation to placing the schools under local control. It will again restrain the old law . . . . We have placed it under the local control of the counties, and that amendment will destroy all that we have done." The amendment was defeated.

It is apparent that the contest was between a state system and a local system of common schools. The convention had just defeated the provision for a state system by defeating the section providing for a state board; but counsel has overlooked the fact that section 7, as it now stands, is a new section which was ratified by the people in 1884, and which provides for a state board of education, and establishes the state system which was defeated in the convention of 1879. Said proposed amendment was defeated upon the sole ground that it would place it within the power of the legislature to re-establish the

state system, which the convention had rejected by rejecting the provisions which have since been incorporated in the constitution by amendment.

It is true the language in the concluding part of the section adopted by the convention is the same as the concluding part of this section as it now stands; but the system of schools adopted by the convention was swept away by the amendment and a different system adopted, and this should add great weight in the construction of the clause immediatly under consideration; and so the whole constitution should be examined with a view to arriving at the true intention of each part. (Cooley's Constitutional Limitations, 4th ed., 70.)

The defendant's refused to grant a certificate to the petitioner solely because of the requirement of rule 4 adopted by them, and as the adoption of that rule was the exercise of legislative power which is nowhere given to them by the constitution, and is in excess of the power granted them by section 1771 of the Political Code, as amended by the act of 1893 (Stats. 1893, p. 259), the judgment should be reversed, with directions to the court below to overrule the demurrer and to issue a peremptory writ of mandate, as prayed for by the petitioner.

For the reasons given in the foregoing opinion the judgment is reversed, with directions to the court below to overrule the demurrer and to issue a peremptory writ of mandate as prayed for by the petitioner.

GAROUTTE, J.,
VAN FLEET, J.,
HARRISON, J.

Synopsis of Recent Educational Legislation.

The principal changes in the high school law, Section 1670 of the Political Code, as re-enacted at the recent session of the legislature, are as follows:

1st. It provides that in the initiatory steps for the establishment of a high school district, the petition is legal if signed by a number of heads of families *equal* to a majority as shown by the last preceding school census, instead of *the majority* of the parents or guardians who were listed in the preceding school census.

2nd. It sets forth more clearly the duties of the county superintendent and the representatives of the districts in declaring results of elections for the establishment of high schools and for naming, locating, and opening such schools.

3rd. It is more specific than the old law in giving authority to boards of high school districts now established, or that may hereafter be established, to call elections for voting bonds or providing for special taxes for high school purposes.

4th. It provides that the text-books to be used in all high schools shall be selected from a list prepared and recommended by the state board of education instead of by the accrediting board of the state university.

5th. It provides for the admission into a high school district of an adjacent district in the same or in an adjoining county.

Sections 1637 and 1638 of the Political Code, relating to school census, were so amended as to require that children living in orphanages and that attend the public schools of the districts in which the orphanages are located are to be listed as census children of such districts.

A law was passed appropriating fifty thousand dollars for the establishment of a polytechnic school in San Luis Obispo County, at or near the city of San Luis Obispo, the act to take effect and be in force from and after January 1st, 1902.

An act was passed legalizing the proceedings had in the establishment of high schools heretofore established in incorporated cities.

An act was passed and became law providing that the meetings of high school boards may be held at such meeting places as may be determined by the high school boards. The general high school law requires all meetings of the boards to be held at the high school buildings.

Section 1665, relating to the branches or subjects to be pursued in the public schools, was amended by providing that no more than twenty recitations per week shall be required of a high school pupil;

and that no pupil under the age of fifteen years in a primary or grammar school shall be required to do any home study; the act to take effect and be in force from and after the first day of July, 1901.

Section 1882 of the Political Code was amended by providing that school bonds may run not exceeding twenty years, instead of not exceeding ten, according to the provisions of the old law.

A new section, designated as "1891 of the Political Code," was enacted, providing for the issuance of bonds in joint school districts.

THOMAS J. KIRK,
Sup't. Public Instruction.

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THE NEW CERTIFICATION MEASURE

WHICH GOES INTO EFFECT JULY 1, 1901.

An act to amend sections fifteen hundred and three, fifteen hundred and twenty-one, sixteen hundred and sixty-three, seventeen hundred and seventy, seventeen hundred and seventy-one, seventeen hundred and seventy-two, seventeen hundred and seventy-five, sixteen hundred and eighty-seven, seventeen hundred and eighty-eight, seventeen hundred and eighty-nine, seventeen hundred and ninety, seventeen hundred and ninty-one, seventeen hundred and ninty-two, and seventeen hundred and ninty-three, of the Political Code of the State of California, relating to public schools.

The people of the state of California, represented in senate and assembly, do enact as follows:

SECTION 1. Section fifteen hundred and three of the Political Code is hereby amended to read as follows:

1503. (1) The board of trustees of each state normal school, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training perscribed, diplomas of graduation, either from the normal department or the kindergarten department or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the state. One from the kindergarten department shall entitle the holder to a certificate to teach in any kindergarten class of any primary school in the state.

(3) Whenever any county, or city and county, board of education shall present to the state board of education a recommendation showing that the holder of a normal school diploma from the normal department of any state normal school of the State of California, or of a diploma from any other school, that the state board of education shall declare to be equivalent to a diploma from the normal department of a state normal school of this state, has had a successful experience of two years in the public schools of this state, subsequent to the granting of such diploma, the state board of education shall grant to the holder thereof a document signed by the president and secretary of the state board, showing such fact. The said diploma, accompanied by said document of the state board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the state, valid until such time as the said diploma may be revoked, as provided in section fourteen hundred and eighty-nine of this code, or until such time as the document issued by the state board, as aforesaid, may be revoked or suspended as provided in subdivision five of section fifteen hundred and twenty-one of this code.

(4) Upon presentation of the diploma and document referred to in subdivision three of this section to any county, or city and county, superintendent of schools, said superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall

henceforth be absolved from the requirement of subdivision one of section sixteen hundred and ninety-six of this code.

(5) Said diploma of graduation from any state uormal school in this state, when accompanied by a document granted by the faculty of the state university on or before the thirtieth day of June, nineteen hundred and three, showing that the holder of such diploma has successfully completed the course of instruction in said university prescribed for students who are graduates of a normal school of this state, shall entitle such holder to a high school certificate authorizing the holder to teach in any grammar and primary school, and any high school in this state.

Sec. 2. Section fifteen hundred and twenty-one of said code is hereby amended to read as follows:

1521. The powers and duties of the state board of education are as follows:

(1) To adopt rules and regulations not inconsistent with the laws of this state for its own government, and for the government of the public schools and district school libraries.

(2) (*a*) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this state. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the state board of education of this state, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

(*b*) The said board shall also consider the cases of individual applicants, who have taught successfully for a period of not less than twenty school months, and who are not possessed of credentials prescribed by the board under the provisions of this section. The said board, in its discretion, may issue to such applicants special credentials upon which they may be granted certificates to teach in the high schools of this state. In such special cases, the board may take cognizance of any adequate evidence of preparation which the applicant may present. The standard of qualification in such special cases shall not be lower than that represented by the other credentials named by the board under the provisions of this section.

(3) To grant life diplomas of four grades, valid throughout the state, as follows:

(*a*) High school: Authorizing the holder to teach in any primary and grammar or high school.

(*b*) Grammar school: Authorizing the holder to teach in any primary, or grammar school.

(*c*) Kindergarten-primary: Authorizing the holder to teach in the Kindergarten class of any primary school.

(*d*) Special: Authorizing the holder to teach in any school such special branches and in such grades as are named in such diploma.

(4) Except as provided in section fifteen hundred and three and seventeen hundred and seventy-five of this code, life diplomas may be issued only to such persons as have held for one year, and still hold a valid county, or city and county, certificate, corresponding in grade to the grade of diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least forty-eight months. Not less than twenty-one months of said experience shall have been in the public schools of California. Every application must be accompanied to the state board of education by a certified copy of a resolution adopted by at least a three-fourths vote of all the members composing a county, or city and county, board of education, recommending that the diploma be granted, and

also by an affidavit of applicant, specifically setting forth the places in which, and the dates between which, said applicant has taught. The application must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the diploma.

(5) To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching, life diplomas, educational diplomas, documents issued under the provisions of section fifteen hundred and three and seventeen hundred and seventy-five of this code, or credentials issued in accordance with subdivision two of this section; and to adopt such rules for said revocation as they deem expedient or necessary.

(6) To have done by the state printer, or other officer having the management of the state printing, any printing required by it; *provided*, that all orders for printing shall first be approved by the state board of examiners.

(7) To adopt and use, in authentication of its acts an official seal.

(8) To keep a record of its proceedings.

(9) To designate some educational monthly journal as the official organ of the department of public instruction. The publishers of such journal shall, before the tenth day of each month, mail one copy of such journal to the clerk of every school district in the state and to the srcretary of every board of education, and shall, on or before the tenth day of each month, file an affidavit with the superintendent of public instruction, showing that such copies have been so mailed for that month. Each clerk of a school district and each clerk of a board of education, receiving a copy of such journal so mailed to him, shall place such copy in the school library of his district, before the end of the month in which such copy shall be so received. The county superintendent of schools of each county, or city and county, shall draw his warrant semi-annually in favor of the publishers of such school journal, for an amount equal to one half of the regular subscription price of such journal, not exceeding one dollar and fifty cents in any school year, for each and every school district in his county, or city and county, and charge the same to the library fund of the district ; *provided*, that such warrant shall not be drawn until such county superintendent of schools shall have received from the superintendent of public instruction a certificate to the effect that the affidavits aforesaid have been duly filed in his office, showing the mailing of copies of such journal as above required, for the half year to be covered by such warrant.

Sec. 3. Section sixteen hundrd and sixty-three of said code is hereby amended to read as follows:

1663. (1) The public schools of California, other than those supported exclusively by the state, shall be classed as high schools, technical schools, and grammar and primary schools (including kindergarten classes), and no teacher shall be employed to teach in any school if the certificate held by the teacher is of a grade below that of the school or class to be taught; *provided*, that the holder of existing primary certificates or of the same when hereafter renewed shall be eligible to teach in any of the classes of the schools of the county, or city and county, which the county, or city and county superintendent shall have designated as of the primary grade, or in any school which said superintendent shall have designated as a primary school; *and provided further*, that nothing herein contained shall be construed as prohibiting the employment of any person holding a valid special certificate for kindergarten work heretofore granted by any county, or city and county, board of education of this state, as a teacher in any kindergarten class of a primary school in the county, or city and county, in which such valid special certificate for kindergarten work shall have been granted. The county, or city and county, board of education must, except in incorporated cities having boards of education, on or before the first day of July of each

year, prescribed the course of study of each grade of the grammar and primary schools for the ensuing school year.

(2) Except in incorporated cities having boards of education, the county, or city and county, board of education shall provide for a final examination and conferring of diplomas of graduation on those pupils who have satisfactorily completed the course of study provided for the grammar and primary schools of the county.

(3) The county, or city and county, board of education may amend and change, subject to section sixteen hundred and sixty-five of this code, the course of study for the grammar and primary schools, whenever necessary.

Sec 4. Section seventeen hundred and seventy of said code is hereby amended to read as follows:

1770. (1) Each county board of education shall meet annually at such time as they may determine. Special meetings may be called by the superintendent whenever, in his judgment, the exigencies of the schools may require them to be held. Upon the request of any three members, in writing, the superintendent shall call a special meeting. Notice of all annual meetings shall be given by the secretary at least ten days prior to the time of meeting. No business shall be transacted at a special meeting, except as provided in subdivsion two of this section, other than such as may be specified in the call of the secretary.

(2) At the annual meeting only, the board shall examine applicants for certificates to teach in the public schools. All examination papers for teachers' certificates shall be kept on file in the office of the superintendent of schools for at least one year, and shall be open for the inspection of the applicants or their authorized agents. Certificates upon credentials may be granted, and unexpired certificates may be renewed, at any meeting of the board.

(3) The board of supervisors shall allow to each member of the county board of education a compensation of five dollars a day for his services, and the same rate of mileage as is allowed to the members of the board of supervisors of the county. The secretary shall be allowed the sum of five dollars per day for the actual time the board may be in session; said compensation of the members of the board, and of the superintendent, shall be payable out of the same fund and in the same manner as the salary of the superintendent of schools is paid.

(4) All expenses for printing required by the county board of education, and all incidental expenses incurred for stationery or other purposes in the performance of their duties, shall be audited and paid as other claims against the general fund of the county are paid.

Sec. 5. Section seventeen hundred and seventy-one of said code is hereby amended to read as follows:

1771. County boards of education have power:

(1) To adopt rules and reuglations, not inconsistent with the laws of this state, for their own government.

(2) To prescribe and enforce rules for the examination of teachers, to examine applicants for grammar school certificates and special certificates, and to establish a standard of proficiency which will entitle the person examined to a certificate.

(3) To grant, in accordance with sections seventeen hundred and seventy-two and seventeen hundred and seventy-five of this code, the following certificates, renewable at the option of the board:

(*a*) High school certificates, authorizing the holders to teach in any high school in the county; or in any primary or grammar school in the county.

(*b*) Grammar school certificates, authorizing the holders to teach in any grammar or primary school in the county.

(*c*) Kindergarten-primary certificates, authorizing the holders to teach in the kindergarten class of any primary school in the county.

(*d*) Special certificates, authorizing the holders to teach in the schools of the county such special branch or branches of learning and in such grades as are named in such certificates.

(4) To grant, in accordance with subdivision four of section seventeen hundred and seventy-five of this code, permanent certificates of the grade and kind designated therein. Every certificate that is not a permanent certificate shall be valid for six years; *provided*, that when any certificate shall be granted on a recommendation that has been given for a limited period only, such certificate shall not be valid for a longer period than that specified in the recommendation. All certificates must be issued upon the blank forms prepared by the superintendent of public instruction, and must have the impress of the seal of the board.

(5) To adopt a list of books and apparatus for district school libraries, and, except in cities having a city board of education, to prescribe and enforce in the public schools a course of study and the use of a uniform series of text-books.

(6) To revoke or suspend for immoral or unprofessional conduct, or evident unfitness for teaching, the certificates granted by them.

(7) To keep a record of their proceedings.

(8) To issue diplomas of graduation from any of the public schools of the county, except in cities having boards of education, which diplomas shall be designated by the superintendent of public instruction, and be distributed as other blanks from his office. Said diplomas of graduation shall be signed by the president and secretary of the county board and by the principal of the school.

(9) To adopt and use, in authentication of their acts, an official seal, and to have such printing done as may be necessary in the discharge of their duties.

Sec. 6. Section seventeen hundred and seventy-two of said code is hereby amended to read as follows:

1772. County boards of education may, on examination, grant certificates as follows:

(1) Grammar school certificates: To those who have passed a satisfactory examination in the following studies: Reading, English grammar and advanced composition, English and American literature, orthography and defining, penmanship, drawing, vocal music, bookkeeping, arithmetic, algebra to quadratics, plane geometry, geography (physical, political and industrial), elementary physics, physiology and hygiene, history of the United States and civil government, history (ancient, medieval and modern), school law, methods of teaching.

(2) Special certificates: To those who, by examination or any credentials, or by both, shall satisfy the board of their special fitness to teach one or more of the particular studies for which special certificates may be granted, and who shall satisfy the board of their proficiency in English grammar, orthography, defining, and methods of teaching. No special certificate shall be granted to teach in any school, studies other than drawing, music, physical culture, and commercial, technical or industrial work.

Sec. 7. Section seventeen hundred and seventy-five of said code is hereby amended to read as follows:

1775. (1) County boards of education may, without examination, grant certificates as follows:

(*a*) High school certificates: (1) To the holders of credentials approved by the state board of education in accordance with subdivision two of section fifteen hundred and twenty-one of this code; (2) to the holders of special

credentials issued by said state board, in accordance with said subdivision; (3) to holders of high school certificates issued by any county, or city and county, board of education in this state; (4) to holders of normal school diplomas accompanied by documents from the faculty of the state university, provided for in subdivision five of section fifteen hundred and three of this code.

(*b*) Grammar school certificates: To the holders of the following credentials: (1) Life diplomas or certificates of any state; *provided*, the state board of education in this state shall have decided that said diplomas or certificates represent experience and scholarship equivalent to the requirements for the elementary life diploma in California; (2) California state normal school diplomas, San Francisco city normal school diplomas heretofore granted, and other normal school diplomas; *provided*, that the state board of education of this state shall have recommended the normal school issuing said diploma as being of equal rank with the state normal schools of California; (3) Diplomas from the University of California, or from any other university that shall be declared by the state board of education to be of equal rank with the University of California, when the holders have completed the prescribed course in the pedagogical department of the state university, or a pedagogical course that said state board shall declare to be equivalent to such prescribed course, and have been recommended by the faculty of the university issuing such diploma; (4) Grammar school or grammar grade certificates of any county, or city and county, of California.

(*c*) Kindergarten-primary certificates: (1) To the holders of kindergrten-primary certificates of any county, or city and county, of California; (2) to the holders of diplomas of graduation from the kindergarten department of any state normal school of this state; (3) to the holders of credentials, showing that the applicant has had professional kindergarten training in an institution approved by the state board of education, and also general education equivalent to the requirements for graduation from the kindergarten department of a California state normal school.

(2) Grammar school certificates may be granted to the holders of primary grade certificates who shall pass satisfactory examinations in such branches as do not appear on their certificates, or in the record of the examinations upon which the original certificate was granted.

(3) All certificates and diplomas now valid in California shall continue in force and effect for the full term for which they are granted. County boards of education may renew any certificate issued by them prior to the adoption of this law, and now in force, and may renew certificates granted by authority of this law. Renewed certificates shall be valid for a period equal to that for which they were originally granted.

(4) When the holder of any certificate or state diploma shall have taught successfully in the same county, or city and county, for five years, the board of education of such county, or city and county, may grant a permanent certificate of the kind and grade of the class in which said applicant has been teaching, valid in the county, or city and county, in which issued, during the life of the holder, or until revoked for any of the causes designated in subdivision four of section seventeen hundred and ninety-one of this code; *provided*, that such permanent certificate shall in no case be of a higher grade than the grade of the certificate or state diploma on which the teaching has been done; and for a permanent high school certificate twenty months of said teaching shall have consisted of regular high school work; *and provided further*, that a certificate when renewed the second time, or any time thereafter, shall become, by such renewal, a permanent certificate,

if the holder of said certificate shall have complied with all of the conditions of this subdivision.

(5) Whenever any holder of a diploma from the state university, or from any other university that shall be declared by the state board of education to be of equal rank with the state university, shall present to said said board satisfactory evidence of having had two years' successful experience as a teacher, subsequent to graduation, accompanied by satisfactory evidence that such holder has completed the prescribed course in the pedagogical department of the University of California, or a pedagogical course equivalent thereto, the state board of education shall grant to the holder of said university diploma a document signed by the president and secretary of the state board, showing such fact, and said diploma accompanied by said document of the state board attached thereto, shall become a permanent certificate of qualification to teach in any grammar or primary or high school in the state, valid until such time as the said document shall be revoked by said state board of education, for any of the causes shown in subdivision four of section seventeen hundred and ninety-one of this code.

SEC. 8. Section seventeen hundred and eighty-seven of said code is hereby amended to read as follows:

1787. In every city of the first, second or third class, having a board of education, and in every city and county, there may be a city, or city and county, board of examination.

SEC. 9. Section seventeen hundred and eighty-eight of said code is hereby amended to read as follows:

1788. Each city, or city and county, board of examination shall consist of the city, or city and county, superintendent of schools, and four other members, residents of such city, or city and county, all of whom shall be experienced teachers, elected by the city, or city and county, board of education, unless otherwise provided by law and holding office for four years.

SEC. 10. Section seventeen hundred and eighty-nine of said code is hereby amended to read as follows:

1789. The city, or city and county, superintendent of schools is chairman of the city, or city and county, board of examination.

SEC. 11. Section seventeen hundred and ninety of said code is hereby amended to read as follows:

1790. The city, or city and county, board of examination must meet and hold examinations for the granting of teachers' certificates annually, at such times as they may determine. They may also hold monthly meetings for the transaction of such other business as may come before them. Special meetings may be called by the city, or city and county, superintendent, when in his judgment the same are necessary; and on the recommendation, in writing, of any three members of the board, the city, or city and county, superintendent shall call a special meeting. No business shall be transacted at any special meeting except such as is indicated in the call therefor; and of all such meetings, due notice shall be given to each member of the board. The place of meeting shall be designated by the chairman. The meetings of the city, or city and county, board of examination shall be public and a record of their proceedings shall be kept in the office of the city, or city and county, superintendent of schools.

SEC. 12. Section seventeen hundred and ninety-one of said code is hereby amended to read as follows:

1791. Each city, or city and county, board of examination has power:

First—To adopt rules and regulations, not inconsistent with the laws of this state, for its own government and for the examination of teachers.

Second—To examine applicants, and to prescribe a standard of proficiency which may entitle the person examined to receive: (*a*) A city, or

city and county, grammar school certificate, valid for six years, authorizing the holder to teach any primary or grammar school or class in such city, or city and county; (*b*) A city, or city and county, special certificate, valid for six years, authorizing the holder to teach such special subjects in any school of the city, or city and county, and in such grades as are designated in such certificate. Applicants for special certificates by examination or any credentials, or by both, shall satisfy the board of their special fitness to teach one or more of the particular studies for which special certificates may be granted, and shall satisfy the board of their proficiency in English grammar, orthography, defining, and methods of teaching. No special certificates shall be granted to teach, in any school, studies other than drawing, music, physical culture, and commercial, technical or industrial work.

The board of examination shall report the result of the examination to the city, or city and county, board of education; and said board of education shall thereupon issue to the successful applicants the certificates to which they shall be entitled.

Third — For immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, to recommend to the city, or city and county, board of education, the revocation of any certificates previously granted by said board of education in such city, or city and county.

SEC. 13. Section seventeen hundred and ninety-two of this code is hereby amended to read as follows:

1792. The city, or city and county, boards of examination may also recommend the granting of city, or city and county, certificates, and the renewal thereof, in the manner provided for the granting and renewal of county certificates by county boards of education in section seventeen hundred and seventy-five of this code.

SEC. 14. Section seventeen hundred and ninety-three of this code is hereby amended to read as follows:

1793. (1) The holders of city, or city and county, certificates are eligible to teach in the cities, or cities and counties, in which such certificates were granted, in schools or classes of grades corresponding to the grades of such certificates, and when elected shall be dismissed only for insubordination or other causes, as mentioned in section seventeen hundred and ninety-one of this code, duly ascertained and approved by the boards of education of such cities, or cities and counties.

(2) City superintendents of public schools, elected by city boards of education, shall be elected for a term of four years, and said city boards of education shall have full power to fix the salary of all employés.

(3) The holders of special, city, or city and county, certificates are eligible to teach the special branches mentioned in their certificates, in the grades of all the schools in the city, or city and county, in which such certificates were granted, corresponding to the grade of said special certificates.

SEC. 15. This act shall take effect and be in force from and after the first day of July, nineteen hundred and one.

It is said that leading publishers have reached an agreement upon the question of preventing demoralizing cuts in book prices, and their plan is to become operative on copyrighted books published after May 1st. The Publishers' Association has been agitating this matter since early last summer, and the report of its special committee, presenting a plan for reform which is comprehensive and far reaching, has just been adopted. The signatures of all the leading publishers have been obtained to the agreement.—*Exchange.*

If this "agreement" applies to school books, what is to become of the stereotyped argument by bookmen that the public is protected from unnecessarily high prices by competition and the "laws of trade"?

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

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HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

Entered at the San Francisco Post-office as second-class matter.

The Official Organ of the Department of Public Instruction of the State of California.

THE LEGISLATURE of Missouri has passed a law restricting institute work to professional training. The place for acedemic study is in the grammar school, the high school, and universities.

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THIS ISSUE of the JOURNAL presents an unusually interesting official department by Superintendent Thos. J. Kirk. The new certification law is of special value to all teachers affected by it. The court decisions also should be carefully studied by all teachers and school officers.

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THE SUMMER SCHOOL of the University promises to be a success as to numbers. It certainly will be a success in the value of the instruction. The faculty will be exceedingly strong. There should be a registration of two thousand public school teachers.

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THE COOKING department of the public schools of San Francisco is meeting with success. The training of the girls in the finer forces of nature and in domestic science will make the girl graduate half an angel and half a cook, and it will be doubtful which will be the better half.

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THE TEACHER who succeeds is the one that holds herself poised day after day to the best work she is capable of. The teacher who starts in well on Monday morning and slumps with a nervous headache at 2 P. M., is a failure. To do your work without excitement, irritability, fretfulness, with a largeness and a frequency of smile, is true success.

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THE SUCCESSFUL school trustee is wide-awake about this time to see that the schoolhouse and grounds are put in first-class order. The superintendent will be around on Spring visits, and your schoolhouse and grounds are a test of your fitness for the place. The janitor should be cautioned and instructed as to what you expect for the money you pay him.

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THE MILK of human kindness is largely water in legislative work. In the territory of New Mexico there is a scholarly man at the head of the University. He is afflicted with the dread white plague consumption. The legislature has just passed a law making it illegal for anyone so afflicted to hold an official position. The president of the University will resign. There are those who say that the drama of life is a farce. It is a pitiful tragedy.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The State Board of Education to meet on Saturday in Sacramento, April 13.

The Joint Board of State Normal School Trustees will meet at Chico on Friday, April 12.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A. Crookshanks, Visalia.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The University of California will hold its Summer Session June 27 to August 7, 1901.

TEACHERS' INSTITUTES.

Marin County, Supt. Robert Furlong, March 25th.
San Mateo County. Miss E. Tilton. May——
Mendocino County, Supt. J. F. Barbee, May 14.
Sonoma County, Miss Minnie Coulter, April 15th.

NOTES.

There are nearly 200 pupils enrolled in the public schools of Juneau, Alaska.

The Nevada legislature has passed a bill providing for a uniform system of text-books, to be changed not oftener than once in four years.

State Superintendent J. H. Ackerman, of Oregon, has had printed and distributed an edition of the Oregon school laws with the latest amendments.

Miss Una E. Fowler, graduate from Stanford and post graduate student at Berkeley, has peen elected as teacher in the Marysville high school.

Superintendent Waterman, of Berkeley, has written an interesting history of the growth of the Berkeley public schools, which account is published in the Berkeley *Gazette* of March 2.

The Alameda school board has arranged for monthly meetings of the directors and school principals, to discuss the needs of the schools. Such co-operation will make marked progress.

Shorthand can be learned by mail. The Gregg System is easily learned, fast and readable. Many teachers are making a success of this course. San Francisco Business College, 1236 Market St., San Francisco, Cal.

The A. Van der Naillen School of Mining Engineering of San Francisco has been compelled to move on account of increase in attendance to their own three-story building, 113 Fulton street, one block west of City Hall, San Francisco.

The school board of Spokane, Washington, find they will be short of funds for the current year, and are looking for methods of retrenchment. It has been proposed to cut out the city training school, the kindergarten, and the modern languages from the high school.

A series of afternoon lectures on important subjects was given before the students of Mills College during the month of March. The first of the series was by Fairfax H. Wheelan, of San Francisco, on "The Greatest Invention of the Past Century." The second of the course was given by F. J. Symmes, who discussed the problem of "Municipal Ownership of Public Utilities." The third lecture was given by Alexander H. Eells, the well-known attorney, who gave a most thoughtful address on Chief Justice Marshall. The fourth of the course was given by Professor Louis Lisser on the subject of Music.

Teachers should be interested in the educational value of the Pan-American Exposition to be held at Buffalo, N Y., from May to November of this year.

One of the long distance excursions will go from Los Angeles, California. The arrangements are thus early being made by the proprietors of the Los Angeles *Times*, who will conduct it.

The excursion party will consist of seventy-five people. They will travel in a special train of seven vestibuled Pullman cars, to be entirely at their service, passengers to have access to their baggage at all times and to be assured of home comforts while on the wing.

The excursion party will be made up of a select and genial party of such persons as may be chosen after conference and correspondence with the *Times* management.

The *Times* states that it will be a sort of reception on wheels for those who may be fortunate enough to become one of this party.

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Passepartout Outfits.

Teachers who wish to frame their pictures will be interested in this: A box of six beautiful etchings; six 8x10-inch mats; six 8x10-inch backs; one tube of paste; one brush; roll binding paper; rings, hangers, easels. Full instructions with each box. Price, 65 cents. Advertised by Art Study Company, 307-321 Dearborn street, Chicago.

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Dr. Edward Playfair Anderson, professor of Latin, history, and modern languages at the Washington school in San Jose, has been appointed an assistant professor in the English department at Stanford University.

The Practice of Diplomacy.

A series of five lectures on the "Practice of Diplomacy" was given during the third week of March at the University of California, by Hon. John W. Foster, secretary of state under President Harrison. The lectures treated of the history of the service and the appointment of embassadors and ministers, their entrance upon a mission and its duties, their immunities and their retirement from a post, and the character and scope of the consular service.

"The contest of envoys for precedence in European courts," the speaker said, "was settled by the Congress of Vienna in 1815 and was accepted by the United States." The United States has not followed the practice of consulting other governments before appointing its envoys, as is the custom of many European countries."

"The duties of a minister are first to his own government and citizens, and second to the government of his residence and its people. American diplomats are often embarrassed by scanty salaries, and the appropriations of Congress for our diplomatic service are very much smaller than those of other countries of the same or even lower rank. The social duties and the diplomatic dress or court costume has been a vexed question in American diplomacy, but Congress has passed a law forbidding any official costume for American envoys. They are forbidden to publish official correspondence without the consent of the department, and are not permitted to act as press correspondents. They are instructed not to participate in the political concerns of the country of residence or to discuss foreign or domestic politics in public addresses. Envoys are subject only to the law of their own country, and are exempt from civil or criminal process; and the legation premises, if owned by their own governments, are exempt from local taxes. American envoys are expected to tender their resignation when there is a change of the party in power in the United States.

"A great reform is needed in the consular service of the United States, especially in the direction of exempting it from partisan influence and of providing carefully trained men for its positions."

Great interest was shown in Mr. Foster's lectures by both students and faculty, and the personal experiences of the lecturer, as minister to Spain and to Mexico, and as Secretary of State, furnished most interesting illustration for the lectures.

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Wanted.

The San Jose Normal School Library wishes to secure a copy of the "Proceedings of the California State Teachers' Association" for each of the years 1894, 1895, and 1899, and *any previous* to *1892*. Please address RUTH ROYCE, Librarian.

Charter Day.

The Charter Day exercises on March 23, in celebration of the thirty-third anniversary of the founding of the University of California, were the most noteworthy in the history of that institution. Faculty, regents, alumni and invited guests assembled at 10 o'clock in the morning and marched from the university library to the gymnasium in column of twos, the members of the faculty wearing cap and gown.

After an invocation by Rev. F. W. Clampett, President Wheeler welcomed the friends of the university. He said: "The University of California is blest most in its friendships. The State of California, acting through its Governor and Legislature, has seen fit to increase the permanent income and the university is thankful. It is thankful for this rescue. This benefaction was received because the university is beloved — it has only friends and no enemies."

The president then announced the gift to the university of $12,000 by Mr. Claus Spreckels, the money to be devoted to a specific purpose to be made public later. The announcement was also made of the gift of 2,500 volumes to the university library by Mrs. Hallidie, widow of the late regent Hallidie. The works comprise the engineering library of Mr. Hallidie.

Professor Le Conte, in presenting to the university a portrait of Mr Hallidie, spoke in the highest praise of his great service as a regent and of the sterling qualities of the man.

The important address of the day was delivered by President Hadley of Yale University, on "Government by Public Opinion." An account of this same address, given by President Hadley at Princeton, was published in the March number of the WESTERN JOURNAL OF EDUCATION.

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A Visit to Hoitt's School.

Hon. Frank J. Browne, ex-superintendent of the public schools of Washington, and the editor of this journal, visited the famous Hoitt School, March 5th. The school is in a most flourishing condition. Dr. Hoitt has gathered about him a large number of boys from the best families from all parts of the coast. He has an ideal place for the boys. The beautiful grounds, the healthful location, the commodious buildings, the splendid opportunities for outdoor exercises, all tends to make it the best place for boys in California. The boys have the advantage of milk, butter, eggs, fruit, and vegetables, all produced on the place.

Upwards of a hundred boys and guests assembled in the chapel to hear Mr. Browne talk on "Personality in History" The boys were delighted with the talk, and the many entertaining and instructive things Mr. Browne said will be long remembered by the students. The many friends of Mr. and Mrs. Hoitt engaged in educational work, will be pleased to know that their school is more prosperous than ever.

BOOK REVIEWS.

The Oedipus Tyrannus of Sophocles. Edited by Mortimer Lamson Earle, Professor of Classical Philology at Barnard College, Columbia University. Cloth, 12 mo, 330 pages. Price, $1.25. American Book Company, New York, Cincinnati, and Chicago.

In this edition of the Oedipus Tyrannus, the text has been carefully collated with all standard versions, and represents as nearly as possible the exact words of Sophocles. An appendix treats very fully of the metres. The work of the editor seems to us both careful and scholarly, and we have no doubt that this edition can be used with great profit by all classical institutions.

Inkognito by Baldwin Groller and Cand. Phil Lauschmann by P. Albersdorf. Edited by Max Lentz of the Paterson Military School. Cloth, 12mo, 118 pages. Price, 30 cents. American Book Company, New York, Cincinnati, and Chicago.

This is the latest addition to the series of Modern German Texts which the American Book Company is issuing. The two stories contained in the volume will be welcomed for their healthy humor as well as for the interest of the pen-picture of German student life presented in the latter. Both are suitable for second or third year reading.

Introductory Lessons in English Literature. By I. C. McNeill, President of the Seventh Wisconsin State Normal School, and S. A. Lynch, Teacher of English in the Central High School, Superior, Wis. Cloth-12mo, 376 pages, with illustrations. Price, $1.00. American Book Company, New York, Cincinnati, and Chicago.

This book is the outgrowth of experience and observation in teaching English to beginners. A number of selections are given from the leading authors, and this number has been restricted to allow of careful and thoro study of the meaning and forms of expression employed. The selections represent the forms both of prose and poetry. Each is followed by general exercises which treat of its themes, its plot, and the lesson or moral suggested by it. Then come special excercises which explain grammatical and rhetorical points and all allusions contained in the selections, concluding with suggestions and themes for compositions. Short biographical notes on each of the authors are added at the end of the book.

New Century Primer of Hygiene. First Book for Pupils' Use. By Mrs. Jeannette Winter Hall. Cloth, 12mo, 154 pages Price, 30 cents.

Intermediate Physiology and Hygiene. For Fifth and Sixth Year Pupils, or Corresponding Classes in Ungraded Schools. By Winfield S. Hall and Jeannette Winter Hall. Cloth, 12mo, 181 pages. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

These books are attractive in appearance and in subject-matter. Commencing with a few brief object-lessons in general physiology, they proceed to the consideration of the human body. The language used is free from technical terms while familiar facts are used to exemplify the principles discussed. The illustrations are numerous, and closely related to the subjects treated. The laws of hygiene are discussed, and enforced by interesting anecdotes. The books have been issued under the direct supervision of the Text-Book Committee of the Advisory Board of the Woman's Christian Temperance Union.

Messrs. Houghton, Mifflin & Co of Boston, New York, and Chicago, announce for immediate publication a "School Edition" of John Burrough's Squirrels and and Other Fur-Bearers, at 60 cents *net*. The great popularity of the regular one-dollar edition of this book has led to the issue of this School Edition in unabridged form with a specially designed cover at a reduced price.

In this book the author has gathered most of his scattered notes on the smaller, more common mammals—the squirrel, the woodchuck, the rabbit and hare, the skunk, the fox, the weasel, etc., together with some interesting new matter. The book gives more or less complete life histories of the various animals, and many interesting facts about the lives of these little-known neighbors of ours are brought out in Mr. Burrough's own charming style.

The book is illustrated by reproductions of 15 of Audubon's famous pictures, and a frontispiece of a red fox from life.

"A Text Book of Geology." By Albert Perry Brigham, A.M., F.G.S.A, Professor of Geology in Colgate University. 12mo. 478 pp. Cloth. D. Appleton & Company, New York.

This work is written in a clear and forceful style, and while not differing essentially from other text books in the order of treatment, the topics are obviously chosen with a great deal of care and deliberation. The purpose of the author seems to be to lead the student from the simpler themes of the science to the more remote ones in as logical a manner as possible. Technical discussions and terms are avoided so far as consistent with definite instruction. The work is elementary in its character and is designed especially for secondary schools. The mechanical work of the book and the illustration material is fully up to the standard of the "Twentieth Century Text Books.

The Macmillan Company has just issued "The Elements of the Theory and Practice of Cookery"; a Textbook of Household Science for Use in Schools, accompanied by a Teacher's Manual, by Mary E. Williams, Supervisor of Cooking in the New York Public Schools; and Katharine Rolston Fisher.

The three parts into which the book is divided include (1) Preparatory lessons on Air, Fire, Fuel, Water, Cleaning, etc; (2) Starch and the Cooking of Starchy Foods Eggs, Milk, Bread, Food in its relation to the body, Flesh used as food, Fats and Frying, Vegetables, the Service

of food Study of digestion; (3) Sugar and sweet dishes, Preservation Diet for invalids, Diet for babies and little children, miscellaneous topics. The convenient arrangement of the subject-matter, its adaptability to individual, group or class work, the saving of time effected by the use of a book containing notes and recipes that have ordinarily to be copied or taken from dictation, and the suggestions to the pupils concerning supplementary reading, are points that will be appreciated readily by the teacher and by the mother.

"Manual of the Constitution of the United States." By Israel Ward Andrews, D D., LL.D. Revised by Homer Morris, LL.B., of Cincinnati Bar. Cloth, 12 mo 431 pages American Book Company, New York, Cincinnati, and Chicago. $1.00

For twenty-five years Andrews' Manual of the Constitution has been one of the leading works on the subject. This edition has been thoroughly revised and brought up to date in all particulars. It now includes the recent interpretations of the Constitution by the Courts, and the important statutes calculated to produce permanent political effect. In addition, such modern topics as Our Island Possessions, the Interstate Commerce Commission, the Law Against Trusts, and the Civil Service Commission, are fully treated, both as to their histories and their constitutional aspects. An appendex gives, the Constitution the Declaration of Independence, the ordinance of 1787, lists of cabinet officers, and Articles of Confederation, while a complete Index renders possible ready reference to any topic.

"A Spanish Grammar," for the Use of Schools and Colleges. By Samuel Garner, Ph. D., recently Professor of Modern Languages in the United States Naval Academy. Cloth, 12mo, 415 pages, Price $1.25. American Book Company, New York, Cincinnati, and Chicago.

In view of the constantly growing importance of the relations with our Spanish-speaking possessions and neighbors, a book such as this, which will equip the student thoroughly with an accurate and ready knowledge of the language, both for reading and conversation. is essential. The method of instruction is that successfully employed by the author in his classes at the Naval Academy. It gives constant drill in sentence-building, as well as ample practice in memorizing illustrative Spanish sentences. A specially important and helpful feature is the introduction of numerous selections chosen from newspapers, and representative business and social letters and forms.

The Macmillan Company have just issued the third volume of Professor Albert Bushnell Hart's "American History Told by Contemporaries."

It deals with the formation and development of the Federal Constitution, with the political and economic readjustment of the nation after the war of 1812, and with the beginnings of the s avery contests. Some important chapters are intended to give a picture of the social and political conditions of the people of the United States at the end of the Revolutionary War. The successes and failures of the Confederation are set forth in criticisms by public men of the time. The Constitution is described by participants in the Federal Convention. The causes and the progress of the War of 1812 are set forth in the narratives of statesmen, soldiers and sailors, including some interesting accounts of the experiences of privates in the military service. Particular attention is paid to the development of the West, and its influence on political life. This book should be used by all classes that refer to orginal sources in studying history.

"Civil Government, and its Development in the States and the United States," is the name of a very interesting book for high and normal schools, prepared by Dr. J. R. Flickinger, Principal of the Central States Normal School at Lock Haven, Pennsylvania.

In its scope the book includes more than the traditional Civil Government. The author has made a book that is eminently suited to the needs of a better class of high schools and to such normal schools and colleges as devote time to the formal study of civics. The work will appear in April The publishers are D. C. Heath & Company, Boston.

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This is a beautiful and useful volume, the full scope and merits of which we can only partially indicate in a notice of this character. It is an abridgement of Mr. Tadd's original work, and is issued in response to a demand for a smaller and more compact book for use by teachers and students.

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To those not aquainted with the work that Mr Tadd has been doing in his capacity as teacher and lecturer in various parts of the country, this book will be a revelation. Mr Tadd's original work has exerted a strong influence thruout the educational world. The methods are being widely applied in public and private schools. His own schools and classes are thronged by enthusiastic pupils and teachers, while his lectures and demonstrations before various educational societies and institutes have been largely attended and the occasion of great interest. The leading societies of teachers of art and manual training in Germany have translated the book into German for use throughout the Empire. In England the book was received with great cordiality and the author is even now lecturing throughout that country under the auspices of the Society of Arts, of which King Edward is president.

A Two-Book Course in English, by Mary F. Hyde, author of "Practical Lessons in the Use of English," "Practical English Grammar," etc. Book I: Lessons in the Use of English. Cloth. 223 pages. Introduction price, 35 cents. Book II: Practical English Grammar, with Exercises in Composition. Cloth. 331 pages. Introduction price, 60 cents. D. C. Heath & Company. Boston, Publishers.

These books differ from the former series by Miss Hyde in having more technical grammar. Book I possesses three marked characteristics: First,, the consistent use of the sentence as the basis of study; second, the plan of development that to the learner is natural; and third, a unity of method. In Book II are presented with clearness and force all the facts of technical grammar. This technical grammar, however, is not presented in isolated and disconnected form, but its study is so interwoven with constructive work and with the study of literature that its analytic methods supplement and complete the synthetic work that characterizes Book one.

Professor Mead's short course of lectures on irrigation continues to be of great interest to the engineering students. At the conclusion of the course Professor Mead will select a number of students from the class to assist him in irrigation work for the government during the coming summer.

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WESTERN SCHOOL NEWS.

Charles Henry Richer, a University of California man, has been appointed assistant professor in logic in Stanford University.

The Public School Teachers' Retirement Fund and Annuity Association of San Francisco has been granted permission by the Board of Education to hold a May Day festival this year. The celebration will be on lines similar to the one held in Glen Park last year, and will be for the benefit of the pension fund for retired teachers.

President D. S. Jordan, and Dr. O. P. Jenkins of the physiology department, have been deputed by the government to go to Hawaii and superintend a year's investigation of the fishes and fish laws of the islands. They will be accompanied by B. F. Everman, Stanford, '92, and by several eastern scientists. Dr. Jordan will leave the university at the close of the present semester to be gone all summer.

At a recent meeting of the trustees of the San Jose Normal School President Dailey presented his annual report, making the following recommendations:

That the school be placed on a high school basis at the beginning of next year; that beginning with next year there be two terms of eighteen weeks each, a summer school of six weeks, especially adapted for teachers and more advanced students; that some provision be made for those teachers who desire leave of absence for the purpose of doing university work; that such be elected for at least three years; that a department of domestic science be established; that a physical director be employed.

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THE WORLD ILLUSTRATED WEEKLY REVIEW. Horace M. Rebok, managing editor; Associate Editors—Isaac Althaus Loos, John H. Gray; Staff Contributors—Prof. Edmund J. James, the University of Chicago, Economic Subjects; Mrs. Katherine Prindiville, the "Times-Herald," Chicago, Woman's Club Department; Prof. M. Vincent O'Shea, University of Wisconsin, Educational Department." Published weekly by The World Review Company, Fine Arts Building, Chicago, Illinois. Price, ten cents a copy, $4.00 a year.

The first issue of "The World Review" has reached us. It is an illustrated weekly journal of progress and civilization, high grade in character, comprehensive in scope, and catholic in spirit—just such a journal as is desired at the end of the week by every one disposed to keep informed of the march of events.

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We have a personal acquaintance with the management. Mr. Rebok is a gentleman of broad scholarship, having been for a time a post graduate student of Stanford University. He has had a versatile experience as an educator, public official and editor. He possesses a keen mind, a heart in sympathy with every tendancy toward a wider joy for mankind, exalted ideals of life, and a constant purpose to strive for them. As we know the man to be, we believe the "World Review" will be. It will win abundant success.

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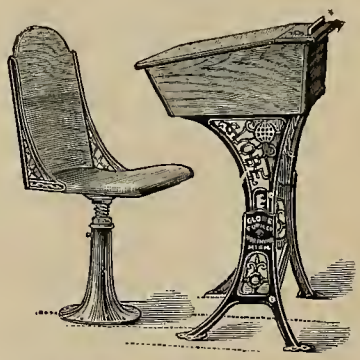

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PRESS NOTES.

Hon. Frank J. Browne was born in Indiana, educated in the rural schools, was graduated from one of the sterling colleges of the Middle West; became a schoolmaster on the Puget Sound; was for a time a journalist in the metropolis of the greater Northwest. His sterling character and his fight for fundamental principles in school work led to his election as Superintendent of Public Instruction in the State of Washington in 1896. During the last four years he achieved a national reputation as a wise and progressive Superintendent of Public Instruction. But there is a student side to his life, and for twenty years he has been a strenuous student of the philosophy of Shakespeare and his articles appeared in various magazines and publications. He has been called upon to deliver his lecture upwards of a hundred times upon "Stratford Schoolmaster." During the year 1901 Mr. Browne will reside at Berkeley and lecture upon his favorite subject under the direction of various lyceum bureaus throughout the country.—From the Manager's Point of View.

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ANNOUNCEMENT AMONG the articles soon to appear in the BULLETIN is a finely illustrated series on the Physical Geography of North America." Some of the contributors to this series are Dr. Cleveland Abbe Jr., Prof. Collier Cobb, Mr. F. J. Albrecht, Prof. George L Collie, Dr. H. W. Fairbanks, Prof. C. W. Hall, Dr. David W. Hoyt, Prof. Henry Landes, Prof. W. H Norton, Mr. Fred. G. Plummer, Mr. O. E. Le Roy, Dr. J. W. Redway, Prof. F. H. H. Roberts, Prof. Ralph S. Tarr.

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Minor Mental Abnormalities in Children*.

BY DR. WILLIAM O. KROHN, PSYCHOLOGIST, CHICAGO, ILL.

My discussion of this subject is based upon four distinct premises or propositions, each of which is a clearly proven and fully demonstrated truth—a fundamental principle—in some one of the various particular sciences. It is not my purpose to endeavor to substantiate any particular theory of education. We are not trying to bring forth evidence in favor of any "fad" or "ism." It is an unwelcome fact, but a fact, nevertheless, that mental abnormalities do exist in school children. To what is this seeming mental disintegration due? We know that in a large measure these mental abnormalities are the direct results of erroneous school methods—the logical attainment of a pseudoeducation.

The present paper is not at all concerned with the physical ills of the child, many and serious as they are, due to improperly appointed schoolrooms. "Schoolroom diseases" do exist, and the fact that they do exist is a stigma that we should all hasten to eradicate. That a healthy, laughing, romping child entering our modern school may be doing so at the probable expense of health is a sad commentary upon our modern educational methods. Can you wonder that a parent sometimes hesitates to give his child to the modern school when he knows from observation that his dearly beloved child may come back to him at the end of a few years broken in health? Must the parent of today take along with the modern school, possessing as it does so much that is excellent, utilizing as it does so many of the best educational facts and forces—must he needs take also those factors that make against rather than for the child's health? Can you criticise the parent for sometimes halting at the schoolroom door and repeating to himself the question, "What will it profit my child if he gain the whole world of knowledge and lose his health?"

But in these latter days reforms are being made in regard to seating, ventilation, lighting, and heating, as well as provisions for exercise, recesses, and recreations, all of which goes to show the steadily growing belief of parents, teachers, and school officers in the dictum that "a ton of knowledge gained at the expense of a single ounce of health is far too dearly paid for."

* Reprinted from the "Report of the Commissioners of Education."

Our schoolhouses are being better built, better equipped, and better appointed, so that as time advances the physical child — his health — will be more and more conserved.

But the mental abnormalities of school children, resulting from erroneous, misfit methods, have occupied the thought and evoked the sympathy of comparatively few, and for that reason I shall devote the entire time of this paper to the discussion of these mental abnormalities, their causes, and how they may be eradicated.

My first premise I take from the domain of the science of biology. It is the law of heredity in which we all believe to a greater or less degree. I mean the law of heredity only in its more restricted but fully established sense — namely, the acquired characteristics of the parent are not transmitted to the child. A strong belief in heredity has become so general and so widespread that the direct results of descent are looked for with supreme confidence. The good parent is supposed to have a good child, and the brilliant parent a brilliant child. Yet this is too sweeping, for goodness and brilliancy are qualities purely functional and not structural. They are the results of friction, struggle, social conditions, environment. The question of the underlying physical structure of the child is quite different. Bone, muscle, nerve, in their distribution, are governed largely by heredity. But there is a difference between natural inheritance of structure and artificial acquirements. The father may be deaf and the mother a deaf-mute, but the child of these parents will have normal hearing and speech. I have made personal observation of one family in which both parents were deaf-mute, yet their five children are perfectly normal as to hearing and speech. A man may have his nose pushed to one side and the woman he marries may have suffered the same deformity, and yet the children born to them will have perfectly straight noses. Both father and mother may be "star" mathematicians — the result of acquisition and study — but the children born to them may be unable to go beyond the "rule of three." Acquired characteristics are not transmitted. They are functional qualities rather than organic attributes. As Dr. Oppenheimer says in his recent book: "The doctrine of heredity, as commonly held, not only is falsely applied to human descents, but also renders the wisest and best efforts of training unnecessary and useless. For if at birth the child's bodily and mental organization is complete, if the characteristics of parents are handed down to offspring, then there the matter ends. Every remarkable parent would have equally remarkable children, and every deficient person would curse his descendents with a like deficiency; work, training, striving after noble ideals would be useless and silly." All individual efforts at self-improvement would be worthless, every individual impulse would be incapable of realization, every endeavor of parent or teacher would be at an end. Not a single educational fact, not a single educational force but would fail of fruition.

But education is not a matter of such hopelessness. Pedagogical efforts are not doomed to such complete barrenness of results. To such a hopeless philosophy this world would be a dull blank and man little more than a grin-

ning skull. If one really observes the laws of growth and mental development as they become actualized in every child he will see that there is a more wholesome, roseate philosophy of education. Happily, then, the child does not grow according to some hard and fast rule that has been implanted in him before he was born. The old Calvinistic form of pedagogy, called heredity by Darwin, has given place to the counter dogma of liberally minded men, as Rousseau, who says: "Everything is good as it comes from the hands of the Creator; everything degenerates in the hands of man." While both of these dogmas are too extreme — both the old Calvinistic and the more recent liberalistic — the sum of the whole matter is that entirely too much dependence has been placed upon heredity in its commonly accepted significance. Parents and teachers educate the minds, train the bodies, and develop the morals of the children under their care "not so much by what their ancestors were but what they themselves do and think." In the meantime in any case of mental abnormality in the child, the teacher will shift the blame on the parent and the parent in turn on the teacher until finally, with their utter lack of coöperation, the psychopathically disposed child really becomes mentally disintegrated and quite degenerate.

In how far does the school help to develop mental and nervous abnormalities when they could and should be checked and obliterated? In how far does the school give rise to new evils that affect the mental power of the child — evils that would be entirely unnecessary were the course of study, the daily program, and schoolroom methods more fitting and better adapted to the child? This vital question will be answered more fully after our other premises have been set forth. In the light of the true conception of the doctrine of heredity we are warranted, however, in saying that we have usually taken too much for granted in believing that the child of 6 years of age as he knocks at our schoolroom door is more developed than is really the case. We certainly take too much for granted with reference to the knowledge possessed by the children we are called upon to educate. There is in fact next to nothing of real educational value the knowledge of which it is safe to assume at the beginning of school life. The child does not inherit in any form the knowledge acquired by his parents, and we must proceed in his education by bringing into exercise all methods of appeal to the child's mind. We must be prepared to educate the whole child and not take for granted that a certain segment of the circle of his intellectual life has been measureably formed, fashioned, or developed by heredity. We must so place our array of educational forces that every form of the brain activity may be aroused and that appeal be made to every mental potency. If we take for granted that a certain parcel of knowledge is bestowed upon a child as an heirloom by his ancestors we are creating a possibility for mental abnormalities to appear in the particular child thus partially neglected.

My second premise I take from the domain of genetic psychology. It is also a firmly established, clearly demonstrated principle — an ultimate fundamental truth in the science that has given it its being. This principle is: Mental development in the child occurs by stages — by periods. Just as the

entire body is not growing at any one time, so all the mental powers are not unfolding and growing at the same time. In bodily development growth settles for a while on one set of muscles, one set of organs, and then another, and another, until the entire body is developed. Likewise, there is a nascent period for each mental faculty.

The first mental power to develop is sensation. At birth a child possesses but two senses — touch and temperature. They are the only windows of the soul open to receive the impressions that Mother Nature has to bestow upon him. A few hours after birth vision is added, then hearing, and after some days taste and smell, followed by the muscle sense and the others in turn.

The second epoch in the mind's process of unfolding is the memory stage. This is the period when the child is characterized by a prodigious power of remembering detail. A single hearing of rhyme or rule of song or catchy phrase is sufficient to insure its correct reproduction. We are all aware how much more difficult it is for us to commit rhymes or rules now than it was during our second or third year of school life.

The third epoch is the period of the growth of the imagination. Children love to live in a world of make-believe; they love to play circus, church or school. How easy it is for the child to assume the rôle of Davy Crockett, Daniel Boone, Robinson Crusoe, or Buffalo Bill! During this period there is developed a mania which frequently occasions grave concern to parents. I refer to children's lies. Now, the lie of the child, it must be remembered, is by no means the same despicable moral offence as is the deceitful lie of the adult. It grows largely out of his desire to excite wonder. It is a bit of incipient research. He tries it, and if it works, he tries it again; if not, he quits. But, in these rovings of the imagination he is not attempting primarily to deceive.

The fourth period is characterized by the peculiar activity of the powers of judgment and comparison. This in turn by the period of curiosity. Curiosity must be properly developed. No child whose curiosity is throttled and starved will ever become a good reasoner. He must first ask questions and reasons of others in order to be able to ask questions and reasons of himself.

I have thus outlined the periods of mental development for the purpose of showing that a well organized course of study must be in harmony with these processes of development in order to be successful. More depends upon the order of studies assigned than upon the contents of the studies themselves. You have heard of the experiment made some years ago by four teachers in the city of Paris, in the Lycée (the school for boys), who asked permission of the minister of education that each of them might give to his 25 pupils the same studies prescribed in the required course, but in a different order, an order believed by them to accord with the natural development of a boy's mind rather than in the arbitrary order demanded by cast-iron law. These boys completed all of the required studies in this natural order in three and a half years, instead of seven years, the time assigned for the completion of the course as regularly given in the Lycèe. Upon examination they were found

to be equally proficient mentally, and above the average in physical development, as compared with those who had spent seven years in going over the same ground. As teachers we should have constant regard for the great principles of mental waste and mental economy. The course of study should fit the child; the child should not be jammed into an arbitrary curriculum, sustaining no relation to the natural order in which his powers of mind and body unfold.

In some of our schools seven or eight years are still devoted to the study of arithmetic; yet we know that all of arithmetic can be taught the child and better taught, in the years between 7½ and 10. This is admirably done, to my personal knowledge, in at least 150 schools, saving much time and energy, and making room for important studies which would otherwise be crowded out. Now we all know that the time to educate any mental capacity is the time at which that particular power is most rapidly growing. The time to educate memory is when the memory is most rapidly developing; the time to educate the senses is when the senses are most alert—i.e., when they are rapidly unfolding. We would not have "diseased imaginations" in our school children if we would only properly cultivate imagination when it is most rapidly growing. A host of mental abnormalities in school children can be traced directly to the fact that the course of study is not formed to correspond to the child's various periods of mental development.

If at any period of mental development, the proper mental food, the proper school study is not given, then the mental faculty that would otherwise grow so rapidly and unfold so perfectly (had it been properly fed and exercised) will be stunted in its growth and in all probability atrophy, because of disuse. The child's whole mental development will thus be impaired and a whole line of mental abnormalities will present themselves at a time too late for their complete eradication. Especially serious are the mental abnormalities which result from improper and insufficient training of the senses. All of the "raw material" of thought comes from the senses. All of the raw material acted upon by memory, imagination, judgment, comparison, and reasoning is gained thru sense experiences. It can be said without fear of successful contradiction that if the education of the senses be neglected all subsequent education will partake of a vagueness, haziness, and inefficiency which will never admit of complete cure. From any sense-error any other conceivable error may arise. And yet how many methods of instruction there are so inopportune and inefficient that they really dwarf the senses. Train the senses of the child and the rest of the mental development will almost take care of itself. The truly successful teacher is the sense teacher, for she is trying not merely to impart knowledge but also to develop mental force. In cultivating the powers of sense of the pupil we accomplish four things for him, each one of which is vitally important: (1) We make his knowledge more accurate and clearly defined; (2) we make his knowledge more comprehensive and complete; (3) we develop his mental power; (4) we make his acquisiton of knowledge pleasant and delightful

because the natural order is followed—"first the blade, then the ear, then the full corn in the ear."

My third premise I take from the domain of abnormal psychology. It is this: The process of mental disintegration attacks the higher, more complicated, and more recently developed faculties first, and the simplest and those earliest developed are the last to be affected. This premise requires but brief discussion, for its application is at once seen. It teaches us that when mental disintegration once sets in, it is the finest mental faculties that first fall a prey. These minor abnormalities are serious then from the beginning. They may not be observed and made certain of until terrible havoc has been wrought: Reason, both deductive and inductive, may have crumbled and fallen into decay, and imagination, memory and the powers of sense be as perfect as before. It is necessary to be constantly on the alert for even the minor mental abnormalities in children so that mental disintegration of the highest mental faculties may not proceed too far before remedial measures are sought and applied. If the closest observation is not maintained in reference to pupils in whom minor mental abnormalities are even merely suspected, the loss may become irreparable.

Inasmuch as fatigue is the most common source of danger in this connection, close watch should be kept for fatigue signs. Some important discoveries have been made in reference to fatigue and its influence upon mental and physical development: Fatigue is a physical poison, and bodily fatigue always induces mental fatigue. The nature of the chemical poison generated by fatigue has been investigated by the Russian chemist, Wedensky, as well as by Maggiori and Mosso, in Italy. Overstrain at school, by producing fatigue, may be the occasion of destruction and disintegration of bodily tissue, and also cause serious and permanent mental defect. The best period of the entire day, both with respect to mental quickness and mental vigor, is between the hours of 8 and 10.15 o'clock in the morning; the worst is between 11 and 12 o'clock. The period between 1 and 2.30 o'clock in the afternoon is the third best, while between 3 and 4 o'clock is second best. The heaviest school work should be assigned to the hours when the child's mind acts most vigorously and with the greatest quickness, and the lightest work should be so arranged as to come at the period of the greatest mental depletion.

The teacher and parent should be especially observant with reference to "abnormal nerve signs" as occasioned by fatigne, misfit methods, and inopportune studies. The more common abnormal nerve signs that presage danger are disturbances of balance, twitching of hands, and face, eye movements, postures of the head and hands, irritability, inattention, excitability. If the child slouches and shows no exact symmetry of balance, if the voice is of poor tone, if he can not fix his eyes well, but looks about by moving the eyes and not the head; if there is a bagginess of the underlids of the eyes, if he be inattentive and devoid of interest in the usual school occupations, if his response in action be slow and uncertain, one may be assured that such a child is fatigued to the point of danger.

Again, since we know the order in which the mental faculties disinte-

grate, and we do, we may know how far the mental disintegration has proceeded. If reasoning only be affected, the child is not suffering as much from mental abnormality as if the memory, judgment, or imagination be diseased. His *mal* is not so deep seated as it would be in the latter case. This is a point of much value, for if we know just how far the processes of mental disintegration have proceeded, we know best what occupations and methods we are to employ in order to counteract the disease.

My fourth and last premise is taken from the province of physiological psychology. It is the principle of localization of brain function. By this we mean that not all parts of the brain surface respond to the same stimuli and give birth to the same kind of sensations. Neither are all parts of the brain cortex concerned in sending forth motor impulses of the same group or class. We know, for example, that any excitation of the nervous elements in the back part of the head give rise to visual sensations. It makes little difference whether they come through the eye or not—a slight mechanical jar at the back of the head is sufficient to cause one to see "stars." The brain centre concerned in moving the finger is entirely distinct and separate from the one concerned in moving the arm. The outer grey rind or cortex of the brain is therefore a very complex organ, or rather, it is more like a very complicated keyboard, the responses coming in from those parts of the body that are in direct relation to certain specific forms of sensation. As Professor Hering, of Austria, says: "The different parts of the brain hemispheres are like a great tool box with a countless variety of tools. Each single element of the cerebrum is a particular tool. Consciousness may be likened to an artisan whose tools gradually become so numerous; so various, so specialized, that he has for every minutest detail of his work a tool that is especially adapted to perform just that precise kind of work very easily and accurately. If he loses one of his tools, he still possesses a thousand tools with which to do the same work, though under disadvantages both with reference to adaptability and the time involved. Should he happen to lose the use of these thousand also, he might retain hundreds with which to do the work still, but under greatly increased difficulty. He must needs have lost a very large number of his tools if certain actions become absolutely impossible, but the loss of a single tool is in every case just that much of a disadvantage." This quotation translated from Hering states very clearly the exact physicial basis of education. If the child is to have full use of all the nerve cells of his brain cortex, they must be developed — educated — by use, by activity. If they are not brought into action by occupation, sense experiences, mental employ, they atrophy.

Now, at birth the child possesses all the brain cells it will ever have. Brain cells do not proliferate after birth. If they are not exercised they entirely drop out of existence — they die. The problem before us is to educate the entire brain of the child — it is given him for that purpose. We can give him this complete education only when we approach him through every one of his avenues of sense, and educate him into a wide range of motor activity. Life is growth. A brain cell that does not grow is dead.

A brain cell can not grow save thru exercise and use. All the brain cells can be made to grow only when the school and home environment of the child is such as to appeal in every possible way, and with sufficient energy to arouse the child's many-sided activity. If a certain group of nerve cells is uneducated, is allowed to die, then the child becomes mentally and nervously abnormal in just so far. Brain disorderliness is due more to one-sidedness of methods of education than as to any other possible cause.

Before closing I wish to make reference to certain specific cases: H. is a boy of fair complexion, ranks twenty-fourth in his class, and is continually loosing his hold on school work. The signs of nervous exhaustion were overmobility; he was decidedly fidgety; fulness under each eye, indicating that he was a sufferer from headaches. These were the most noticeable, tho other "nerve signs" were present. It would be a mistake to leave a weak boy like that to do nothing all day, merely waiting for him to grow stronger. Such children are especially in need of education and training, but a "detailed study of abnormal nerve signs in the child will give assistance of practical value to those in charge of nervous and delicate children. They will reveal certain points to be aimed at in physical training. A knowledge of the brain disorderliness indicated by the signs will give plain hints as to the form of mental disoderliness likely to be met with in the pupil." (1) For instance, wandering eye movements lead to inaccuracy in copying work in arithmetic; children with twitching finger movements have spontaneous thoughts arising that lead to mental confusion and inaccurate answers to questions, also interfere seriously with memory. The child slow in all movements and slouching is apt to be dull in mental action until his posture, attitude, and response are improved upon. "Want of facial expression, grinning, frowning, protrusion of the tongue, ill-balanced hand postures, want of motor control, are all cardinal signs of brain disorderliness." The parent and teacher must patiently labor to remove such abnormal nerve signs and the brain disorderliness corresponding. Closely observing the circumstances under which each of the given signs most frequently subsides, one is enable to carry on the best form of brain training. Nature study, in that it naturally calls all the child's mental powers into activity, is of much more value as a corrective and educative force than books alone. How "The Barefoot Boy" of Whittier is to be envied in this regard —

Oh for boyhood's time of June,
Crowding years in one brief moon,
When all things I heard or saw,
Me, their master, waited for.
I was rich in flowers and trees,
Humming birds and honey bees;
For my sport the squirrel played,
Plied the snouted mole his spade;
For my taste the blackberry cane
Purpled over hedge and stone;
Laughed the brook for my delight
Through the day and through the night,
Whispering at the garden wall,
Talked to me from fall to fall;
Mine the sand-rimmed pickerel pond,
Mine the walnut slopes beyond,
Mine, on bending orchard trees,

Apples of Hesperides !
Still as my horizon grew,
Larger grew my riches too;
All the world I saw or knew
Seemed a complex Chinese toy,
Fashioned for a barefoot boy !

By nature study in the best sense, however, is not meant teaching science, but scientific teaching.

I cannot refrain from calling attention to the very considerable danger arising from home study, especially in young chileren. In the so-called "study" at home the child becomes accustomed to certain irregularities of work that should never be cultivated. We should find out how much the child can do in a school day; let the child do such work at school, and let it feel that it leaves the school as the business man would his desk, with the business of the day done, and the satisfaction of well-deserved rest. Moreover, as Dr. Meyer has pointed out, "work at home creates that martyr-spirit with which the abnormally conscientious pupils pride themselves on having so much work to do, and on having to avoid company and society. These children are craving for admiring sympathy, and do this later in life, to the disadvantage of those who live up to more rational and sanitary rules."

Further, I must say that I have never seen a case of brain disorderliness that was not benefited by physical training. Evidence is available on this point from the comparison of a large number of pupils of schools with and without physical training. Physical training of the right sort, properly adapted to the child, tends to improve his brain condition, either preventing or removing disorderliness in motor and in mental action, and promotes healthy activity in both connections. This is absolutely true of children well-made in body, as well also of those in some slight degree below normal. A case in point: You may have in your school a child whose mental processes are slow and limited, though fairly accurate. You ask him a question; his answer is slow in coming. You can best quicken the mental processes of such a child by quickening the interaction of his eye, ear, and hand by games of competition, such as baseball or tennis, where the action must be quick or failure result.

I have thus briefly considered some of the causes of nervous and mental abnormalities — how they could and should be checked. The school is not alone guilty, but only accessory. It is indeed distressing to the patriot and humanitarian to perceive how the mass of nervous evils, and at the same time mental and normal weakness and sins, increase in the people, and how many are followed by these abnormalities from the cradle to the grave.

TRUE VALOR.

"The world has crying need," said he,
"Of gifted men, like me,
But the especial thing to do,
Requires reflection deep and true;
I'm needed everywhere,
And so to be quite fair
And chance no pang of sharp regret,
I've — not done anything as yet." —*Carrie Shaw Rice.*

The Rebellion of the Teachers.

ALICE CHURCH, EUREKA, CALIFORNIA.

Mrs. Johnathan Snawtle had been in her young days a school teacher, and an exceptionally fine one, if we take her word for it. When she started out on her pedagogical career, she possessed the usual amount of scholarship of the normal school variety, and an inborn conviction that it was her mission in life to reform the educational world.

She wanted a school, of course, but she was convinced that the Lord had bestowed on her too much ability to justify her in devoting herself exclusively to whichever class should be assigned to her; therefore, on obtaining a position in the school department of Sandspit, a small beginning of a town on the coast of California, she proceeded to tell all the other teachers employed there how to do their work.

The older ones among them contented themselves with taking no particular notice of her suggestions; but the younger ones, not having been under the wheels of the graded school machine loug enough to have all the natural depravity crushed out of them, were disrespectful, and they even, when among themselves, ridiculed her personal appearance; for the Lord had not made her pretty, and she had the taste in dress that is usual among her kind.

Finally, after wrestling unsuccesfully for a year with the Sandspit teachers, she decided that she was one of those glorious reformers that always get born a hundred years or so too soon, left the schools, married Johnathan, and settled down to housekeeping. Twenty years after, at the time my story opens, she was the proud possessor of ten children, eight boys and two girls, who were all scattered along through the different grades of the Sandspit schools.

Sandspit had grown considerably during that twenty years. Children had increased in number, and now there were thirty teachers employed there.

One and all they had learned to dread Mrs. Snawtle. There was nothing worth mentioning in the way of diabolism that the Snawtle children failed to commit, but that was not what troubled the teachers. To get along with the diabolism of children is part of the regular business of every teacher. It was the constant vigilance with which Mrs. Snawtle kept watch of their every movement, that annoyed them; and it was the certain knowledge that her scrutiny was distinctly unfriendly, and was kept up in the hope of at last pouncing upon something whereby she might hold them up to public execration, that made them wax rebellious.

In addition to forcing on them all manner of superfluous advice relative to their work, she instilled into her children's minds, when she had her family to herself at home, the belief that since she had left the business, good teachers were hard to find; and that most of those employed now-a-days, especially the Sandspit teachers, were thoro-going idiots. The effect on the children was what might naturally have been expected.

She also considered it her educational duty to make frequent visits to other parents, and talk to them. She talked a good deal, and some of the talk stuck. She tarted out by making it plain to them that the teachers were hired with their money just as much as were the servants in their kitchen, and were therefore subject to their orders; which, of course, translated, meant subject to the orders of the children. And she induced quite a number to agree with her.

She followed on by explaining that it was wrong to restrain children in any of their natural actions. She said that she was a regular subscriber to all of the school journals, that she attended the lectures at most of the teachers' institutes, and was therefore fully abreast of the times, and in touch with the leading educators of the country. She interpreted the best authorities as saying that the more different kinds of activity exhibited by children, such as throwing spit-balls in school or yelling after the teachers on the street—both of which diversions were largely indulged in by the young Snawtles—the greater opportunity was afforded the teacher

for making observations on Child Study. And she thus ended the second lesson by making those other parents believe that any instructor who failed to see the advantage of this should make way for someone with a broader comprenhension of things.

She argued that it was against all modern pedagogical law for a child to be expected to make any mental effort on his own account. It was the teachers' duty to entertain him, to please him on all occasions, and by performing some sort of improved pedagogical witchcraft, to get into his head whatever the course of study required him to know, and so get him promoted into the next grade without his being troubled very much about it.

She declared that the Sandspit teachers were old fashion in their ideas, and that they seemed wholly unable to realize their own deficiencies; for she had offered to set up a class for them, and give them free instruction in the latest pedagogical fashion, and they had declined to come.

She talked to anybody who would listen. She held long-drawn-out conversations with the butcher, the vegetable man, the man on the grocery wagon, and all the rest of them, when their conveyances stopped at her gate.

She collected groups of children on the corner and catechized them in regard to their teachers; and she always succeeded in planting in their young minds new and strange ideas in regard to the powers and duties of teachers.

She organized a mothers' society and appointed herself president. About twenty mothers joined, and they held a meeting once a week. Mrs. Snawtle made the most of these weekly opportunities, and then relied on each of the twenty mothers to do considerable missionary work between meetings.

Meanwhile, the young Snawtles were doing their duty according to their mother's way of looking at it among the rising generation, and the teachers were having a hard time of it.

In short, this progressive woman seemed to have but one object in life, the working up of public sentiment against the teachers in the schools. And with this worthy object in view she of course had no time to attend to her household. She neglected her family as industriously as she had neglected the particular class intrusted to her care in the days when she had undertaken missionary work among her fellow-teachers. Her children received no sort of training at her hands except training in villainy, though she would have been very indignant had anyone suggested that idea to her. She regarded herself as the only woman in the town who knew enough psychology to properly bring up children.

Her family grew up like young savages. They bit and scratched each other, used bad language, and at times almost tore the house down about the ears of their talented mother. Her house was filled with broken furniture; the paper on the walls had been torn off in patches; the front steps had been chopped until it was not safe to step on them; the door-bell had been broken; and the plants in the garden were torn up by the roots as fast as they grew big enough, and used by the young Snawtles as missiles with which to pelt each other. She regarded all this as earnest of the great things they would do when men and women. She said that according to history all the great men of the world had been either bad or stupid during childhood. She neglected to state in what history she had read this, but if she believed it she was justified in feeling joyful, for there was certainly evidence enough on both counts in favor of her offspring.

Now, teachers are the most long-suffering, patient, putting-up-with-everything class of people on the face of the earth, but there is authority somewhere for the statement that even a worm will turn if trodden on past all endurance; and one day, after hearing of a fresh instalment of what seemed to them Mrs. Snawtle's misdirected energy, they held an indignation meeting. They all attended this meeting, including the superintendent and the principals of the different buildings. It was a secret session, but when the teachers emerged, the ten, each of whom had a Snawtle in her class, looked quite cheerful.

The next day, the eldest Snawtle, a boy of eighteen years, appeared in class

having as usual made no preparation for his work. Not a book had he opened and not a question could he answer. When his teacher inquired why he had not learned his lesson, he replied, looking impudently at her with the selfsame smile which had become a chronic part of his mother's facial expression, that he had not learned them because he had not wanted to. Whereupon the teacher ordered him into the principal's office.

Young Snawtle was surprised at this. He had been accustomed from his youngest school days to being made a special subject of prayer on the part of his teacher. He had been sweetly reasoned with, talked to, and generally entreated to attend to his own mental well-being. Everything that pedagogical ingenuity could devise had been done to get him interested in his lessons, but without avail. There was only one thing in the world that this boy had ever dreaded enough to make him amenable to reason, and that was a good thrashing, such as his father had occasionally bestowed on him, when his mother was away from home on business. He had no fear of the school authorities, however. Long before, while yet a small boy, he had carefully perused the pamphlet containing the rules of the school department, which stated that any teacher found guilty of whipping any pupil whatsoever, should be summarily dismissed. Corporal punishment as a means of moral persuasion in the Sandspit schools was strictly forbidden.

With that smile still on his face, he followed his teacher into the office. No explanation took place, just an intelligent look passed between teacher and principal, and the latter rose and rang the bell for the janitor. "Have you those tools ready?" he asked, when the man appeared.

"Yes, sir," replied the janitor, and left the office for a moment reappearing with a good-sized cracker-box and a big wooden paddle. He stood the box on end in the middle of the floor, and the principal commanded Snawtle to get over it. Snawtle demurred, but the chief was a big, strong man, and he looked very determined. He told the boy that if he did not get over, he would put him there, and Snawtle got over. Then the principal picked up the paddle and prepared to go to work, but the teacher took it from his hand saying she wanted the satisfaction of using it herself. For fifteen minutes she thoroughly enjoyed herself, while her superior officer stood by to see that Snawtle stayed over the box as long as she wanted him to. When the boy got back to his classroom, he took his books in a manner very subdued, and went to work without being told. The smile had faded from his face before the teacher's muscles gave out; for, although she was a little woman, she could be very energetic.

Meanwhile, the nine other Snawtles had been catching it at their schools. All of them had been paddled once, and one, a fifteen year old girl who had been an unmitigated nuisance in every class she had ever entered, had been over the box three times.

The scene at Snawtle's at noon, when the ten of them got home and compared notes, and related experiences, can be better imagined than described. Mrs. Snawtle was for a short time, speechless with indignation. She kept them all home that afternoon, and started out for the schools.

The superintendent opened his office door just two inches, told her he had no time to talk to her, than closed the door and bolted it on the inside. The teachers all acted in the same way, except that they kept their doors open long enough to remind her that there was a clause in the school law relative to parents' creating any sort of disturbance in the presence of the school.

She called on the trustees and found them unsympathetic. The chairman was actually rude to her. "No ma'am," he said, "it wont be no use for anybody to put up any fight on them teachers. The board is proud of 'em. We don't care a darn about their breakin' the rules, we're goin' to meet in special session this evenin' to rescind them rules, and pass some that'll be better adapted to the sort o' youngones we seem to have now-a-days. And every teacher that has ever had to put up with one o' your kids in her school is a-goin' to get her salary raised ten dollars a

month." Words cannot paint Mrs. Snawtle's rage and disgust. And when she discovered that the school board had set the fashion, and the whole town showed indications of following suit, when even the Mothers' Society went back on her, she announced her intention of leaving Sandspit. She took her whole family and went to Cape Nome.

The teachers rejoiced to see her go, but they expressed heart-felt sympathy for the colony at Nome.

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Courses of Study in the Elementary Schools*.

W. C. DOUB, SUPERINTENDENT OF KERN COUNTY.

(Continued from April Number.)

ARITHMETIC.

There is, perhaps, no subject taught in the grammar school from which so little is derived when compared with its possibilities, as the subject of arithmetic. The worth to the individual of a logical and thoro knowledge of the principles underlying the fundamental operations of arithmetic is almost invaluable. They form the basis of the mathematical calculations which are used in everyday life, and they are the basis of all higher mathematics. But, notwithstanding the importance of a thoro knowledge of these fundamental principles, they are sacrificed in the attempt to cover too many arithmetical subjects.

If the grammar school pupil would omit those subjects of arithmetic which are to him of comparatively little value, and thoroly master addition, subtraction, multiplication, division, common and decimal fractions, the practical part of compound numbers, percentage, with its practical applications, and the practical part of mensuration, he would acquire something really valuable and practical from his study of arithmetic; and thoroness in those subjects would give him a far better mental drill than the half-mastery of what he is compelled to study at the present time.

There is an ancestral sacredness about arithmetic that makes it very hard to eliminate any part of it from grammar school work. The average man believes that all the subjects taught in arithmetic are equally valuable and good. In the actual duties of life, however, very few ever find it necessary to extract the square or cube root of a number; to calculate the latitude or longitude of a place; to use continued fractions or circulating decimals; to use half of the weights and measures they have learned in school; to find out the relative value of stocks and bonds; to use their knowledge of general average, discount, domestic and foreign exchange, and equation of payments. This being true, it would seem to follow that this ancestral sacredness has a rather insecure foundation. However this may be, those in authority who wish to eliminate the unnecessary and impractical parts of arithmetic must do so in the face of public opinion, and in this connection

*NOTE.—The discussion of this subject in this article is in many respects the same as that published by me in 1898 under the head of "Our Grammar School Curriculum." The changes made have been dictated by the experience derived since then from supervising the school work of Kern County.

it is encouraging to note that some of the county boards of education in this state have the courage of their convictions.

Another reason why the results derived from the study of arithmetic are not what they should be is lack of oral analysis at the blackboard. Teachers, as a rule, are inclined to accept, as final, the written solutions of problems which pupils hand in. The results from this method of teaching arithmetic will prove unsatisfactory. When a new subject is taken up by a class, the teacher should occupy the time of the first recitation in explaining the new principles involved, and usually it is best to do this by use of the blackboard. After the principles have been explained to the class, then assign examples for a recitation. A pupil, as a rule, should not be permitted to begin the solution of examples in an advanced lesson until the teacher is convinced that said pupil can pass to the board and solve all the problems in the lesson under discussion, and give a clear and logical explanation of every step in this solution. Better solve and understand one example a week than merely solve half a dozen. It is not enough for a pupil to know that before fractions can be added or subtracted, they must be reduced to a common denominator; he should be able to explain why they must be reduced to a common denominator; it is not enough for him to know that in reducing fractions from a common denominator he must multiply each term of a fraction by the same number; he should understand why he must multiply each term by the same number; it is not enough for a pupil to know that the circumference of a circle multiplied by one half the radius will give the area of the circle, he should be able to begin the square and develop the the rule and show why it it true. Instead of requiring the pupil to memorize rules and apply the same to the solution of certain problems, teach him to develop and make those rules. This process may be slow, but its value to the pupil cannot be questioned. In arithmetic, more than in any other subject, teach the pupil to think and not merely to memorize.

The teaching of arithmetic should begin with the third year and end with the eighth. Pupils in the first and second years might be taught to count so as to be able to give the number of the pages in their books, but the usual combination work should not be attempted. The young mind is not psychologically adapted to mathematics and the time devoted to arithmetic in the lower primary grades is practically wasted. Better devote this time to reading, literature, language, writing and spelling — work for which the young mind is naturally adapted. The subject of fractions is one of the most difficult subjects in arithmetic, and its formal study should not be attempted before the sixth grade, but in the third, fourth, and fifth grades the pupil should become familiar with fractional forms.*

HISTORY AND CIVICS.

Prof. Howard, late of Standford University, says:

It is as prudent of the general feeling among progressive educators that history should cease to be a mere exercise in memory gymnastics, and become a genuine

*NOTE. — The work in arithmetic as here indicated is being followed in Kern County and said work as planned for each grade will be gladly sent on application.

study of human life and experience. In the grammar school, as well as in the high school or the university, history should be so presented that *man* is ever seen to be its real object. It should never for a single moment be lost sight of, that while the right study of history affords a training for the reason and the judgment scarcely rivaled by that gained from any other source, yet its chief subject-matter is man in his political and other social relations. It is the things which are really important in human progress in the struggle for existence, that one wishes to know. Lists of dates, and genealogical tables of royal or noble personages, are not so helpful to the youth preparing himself for citizenship as a knowledge of the institutions of his country and state, or even of his county, village, or school district.

Instead of this subject being taught as Prof. Howard says it should be taught, we all know that history as now taught in the elementary schools is largely a process of memory. The pupil is required to devote practically all of the time which is given to the subject to the memorizing of dates and events. The unity and development of the subject, the causes and results of different movements, the influence of past conditions upon the present, are almost lost sight of. When the subject is completed, in place of an understanding of its real scope and significance, there remains to the pupil but a mere skeleton of the history studied. The few dates and unconnected events which may be remembered are practically worthless, either as mental training or as preparation for citizenship. American history, if properly taught in the elementary schools, should be an invaluable preparation for American citizenship. Without a real understanding of our institutions, one is not in a position to vote intelligently upon many of the leading issues of the day.

It is the duty of the public schools to give to this republic, as a part of the price of their existence, boys and girls possessing a knowledge and understanding of the social, industrial, political, and constitutional development of the United States. Because of an understanding of the issues of the day, and of a patriotism derived largely from an honest study of the important facts of our national growth, they will have the moral courage to vote and act as their judgment dictates.

History and civics should be taught as one subject and developed together, and their formal study in the elementary schools should be restricted to the seventh and eight grades. A good foundation for this formal work, however, should have been secured in the lower grades from the course in literature. This course should consist of history stories in the first and second grades; the reading of such books as Colonial Children and Stories of Greece and Rome in the third and fourth grades; the reading of Pacific Coast history stories in the fifth grade; and the reading of the biographies of American men and women in the sixth grade, such as are given in the new Riverside Biographical Series.

The work of the seventh and eighth grades should be difinitely outlined by topics. The nature of the work on each topic should be indicated, and specific references on each topic should be given to available material, but this material ought never to be restricted to a single text-book. The success of

the work in history in the seventh and eighth grades will depend largely upon the judicious outlining of the work by boards of education.*

GEOGRAPHY.

Broadly speaking, the pupil, as a result of the time which he has devoted to the study of geography in the elementary schools, should understand those physical conditions which more directly affect the industrial life of the people, and should understand the main facts of that industrial life. The learning of the names of the more important rivers, cities, nations, etc., should be made incidental to this main object. Geography should cease to be largely a memory study. Perhaps three-fourths of the geographical names and definitions which the pupil memorizes in school, are forgotten within two years after graduation. This is very natural, because the pupil does not see these names in print after graduation unless he is employed in the postoffice department or in some similar line of work, and preparation for this kind of employment should not determine the character of the work in geography.

In descriptive geography, the grammar school graduate should not be required to remember any but the principal facts. He should be able to name and locate approximately the continents and the larger islands, the oceans and the other important bodies of water, the principal mountain ranges and valleys, the principal rivers, and the more important cities of the world. These are the facts of descriptive geography which the average man and woman remembers, and they are all which the grammar school pupils should be required to memorize. In studying a campaign or a piece of literature, it is often advisable to make a detailed study of the descriptive geography of a place. This, however, should never be done except to meet some such special condition, because such facts unless studied in order to meet a specific condition, are soon forgotten and are practically useless. Notwithstanding the fact that most men and women of today devoted the larger part of the time which they gave to geography while in the elementary schools, to memorizing names, they found it necessary to study their geography in order to follow the campaigns of the Spanish-American war or of the South African war. In fact, they had forgotten nearly everything which they had learned about those places.

It would seem, however, useless to continue the discussion on this point. Teachers generally, I think, recognize the fact that a large part of the time devoted to the study of geography is practically wasted on memorizing names and definitions. This is the chief reason why the study of geography is not only largely valueless, but is a drudgery to both teacher and pupil. As has

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*NOTE. — As a result of my experience in supervising history work during the last few years, I have outlined by topics, all the history work for the seventh and eighth grades. These topics, with the nature of the work on each one indicated, and with specific references on each one to available material, have been printed by the Whitaker & Ray Co. of San Francisco, in a little book of a hundred and ten pages, called "Topical Discussion of American History."

The board of education of Kern County instructs teachers and pupils that they will be held responsible for the work herein outlined, but for no more. The result is that our grammar school graduates know more about history than our high school graduates did a few years ago, and history has become one of the most live and interesting subjects in the course of study.

been said before, the pupil should have firmly fixed in mind the principal facts of purely descriptive geography, but more than these principal facts he should not be required to learn.

Teachers deserve but very little blame for treating geography as a memory study. Almost the entire blame rests justly on the text-book writers. The material in many of the text-books calls almost exclusively for memory work. Under these circumstances the results derived from the time devoted to the study of geography in the elementary schools could not have been much different from what they have been. Happily, there is no longer lack of available material for a good course in this subject. Recent publications place within the reach of every school, material which will make it possible for school authorities to plan and successfully carry out a course in geography that will result in giving the pupil some real value from the time which he devotes to this subject.

THIRD, FOURTH, FIFTH AND SIXTH GRADE WORK.

Experience has proved, and is proving, that a pupil by the time he has completed the sixth grade work can learn all that he need learn in the grammar school about political or descriptive geography, and that he will accomplish this without consuming but very little of his or the teacher's time. The pupil can secure this information by making his geography work a part of his busy work. In Kern County the following instructions to teachers secures to the pupil a good knowledge of political or descriptive geography by the end of the sixth grade work:

Every schoolroom must be supplied with a set of good plain maps, and pupils must have free access to them. Beginning with the third grade, every pupil must be required to point out the geographical references mentioned in connection with his work in any subject. That is, he should be able to locate approximately the places which are referred to in his daily work. He should not be required to remember the names of all these places so as to have them ready for an examination, but his ability to locate them approximately should always be made a part of each recitation in all grades above the second. Care must be taken, however, so that this work will not become distasteful to the pupil. While preparing his lessons on a subject, the pupil will take pleasure in looking up the geographical references, and during the recitation he will be able to locate them. If the work stops at this point, it will be a pleasure to the pupils, but if he is being asked continually to recall references in back lessons, it will soon become distasteful. The object is to have the pupil examine the maps and definitely locate the main facts in descriptive geography, for by so doing the shape, position and names of the continents, mountains and rivers, and the names and locations of the larger nations and cities are becoming fixed in his mind, and this is being accomplished in an interesting way and with very little effort on the part of either teacher or pupil.

The final examinations for the fourth, fifth and sixth grades in geography will consist entirely of map drawing. The maps must be drawn entirely from memory, and the geographical facts given on each map must be given entirely from memory. In each of these grades, the work to be completed is as follows: Fourth-year pupils, as part of their busy work, must practice drawing maps of California until they can draw a map of this state from memory, locate on said map from memory the principal rivers, valleys, mountain ranges, bays and cities, and name the counties, and tell approximately in what part of the state each is located. Fifth-year pupils, as a part of their busy work, must practice drawing maps of the United States until they can draw a map of this nation from memory, locate on said map from

memory, the principal rivers, valleys, mountain systems, and cities, and name the states and territories, and tell approximately in what part of the United States each is located. Sixth year pupils, as a part of their busy work, must learn to draw a map of each continent from memory, locate on said map from memory the principal rivers, valleys, mountain systems, and cities, and name and approximately locate the principal nations.

When a pupil is drawing a map of the United States, or of one of the continents, he should be required to read what is said about it in the Tarr and McMurry's Geographies, Book I. He should be required to keep a notebook containing what he may consider the main facts of such reading. The material in the notebooks should be made the basis of an occasional recitation.

The work in map drawing as outlined above proved a decided success in the Kern County schools. Our sixth grade pupils know more about descriptive geography than our eighth grade pupils formerly did. In fact, those pupils who completed the work of the sixth grade last spring were better grounded in the subject of geography than our grammar school graduates the year before. Of course the instructions given above do not preveut the teacher and pupils from work in relief map drawing, sand moulding and nature work, if they have the time and material for this work, which usually they have not. A good general idea of the world as a whole is necessary for securing proper results from the formal study of geography in the seventh and eighth years, and therefore the work outlined in descriptive geography should be strictly required. If the teacher and pupils desire to do more, all well and good, but it should be made entirely optional with them.

SEVENTH GRADE WORK.

With the seventh grade the formal study of geography should begin and about one-fourth of the pupil's school work during the seventh and eighth grades, should be devoted to this subject. In the seventh grade, this time should be devoted to physical geography, but it should he judiciously used. The time usually given to physical geography in the elementary schools is largely wasted, because it is devoted mainly to memorizing definitions. To the elementary school pupil, the memorizing definitions in physical geography is of little value, because it means really nothing to him, and develops but one power of mind—the memory. Instead of such work in physical geography, the pupil should devote much more of his time to a different phase of the subject. His time should be devoted to a thoro study of those physical forces which directly affect his industrial environment, and should not be wasted in memorizing a large number of definitions of whose meaning he has no real conception.

Those subjects in physical geography to which the pupil should devote considerable time, are soil; hills and mountains; valleys; rivers; ponds and lakes; the growth of continents; day and night; winter, summer and autumn; climate; and latitude, longitude, and standard time. The distribution of animals and plants should be noted and the causes of such distribution should receive careful consideration. The study of these physical features of the world should acquaint the pupil with his physical environment, and should give him a fair understanding of its influence upon his industrial life. He

will understand why certain products are raised in certain localities, and the reason for the climatic conditions of any given place.

The knowledge of cause and effect in the physical world, however, is not the only valuable result which the pupil will derive from this kind of work. It is one of the best kinds of mental discipline. It teaches him to reason logically, and to always search for the cause of given conditions. He will have a rational idea of the physical forces which he sees at work, and this will tend to cause him to live a rational life.

EIGHTH GRADE WORK.

The time devoted to geography in the last year of the elementary schools should be devoted to industrial geography. By the end of the sixth grade the pupil will have mastered the main facts of purely descriptive geography; during the seventh grade he will have studied carefully those general physical forces which more directly affect his industrial life, and will, while doing this, have necessarily strengthened his grip on descriptive geography.

The main object for the study of industrial geography should be kept constantly in view. Learning the names of cities, naming the products of a country and its exports and imports are of very little importance when considered solely from the standpoint of the ability of the pupil to remember these things as facts. He should understand why these facts exist. He should understand that certain conditions are favorable to the existence of certain human industries. He should know what conditions are favorable to the growth of large cities, and should be able to explain the conditions which have caused the growth of certain cities.

In order that the teacher and the pupils may secure practical results from the time which they devote to the study of physical and industrial geography in the seventh and eighth grades, boards of education should outline the minimum amount of work specifically. Each topic should be carefully selected and outlined; material on each topic should be placed in each library and specific references should be made on each topic to that material. Nothing contributes much more to loose and unsatisfactory work, than the habit of boards of education in failing to state definitely the minimum amount and the nature of the work required in a subject in each grade in which that subject is taught.*

SPELLING.

For some reason the graduates of the public schools today are not as good spellers as were the graduates of the public schools thirty and forty years ago. The cause of this is due largely to the discarding of the text-book

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*NOTE.—During the last two years, the work in the schools of Kern County in the subject of geograpy for the seventh and eighth grades, has been the same as that herein outlined. As a result of my experience in supervising this work, I have selected the topics in physical and industrial geography, which the pupils are required to study; have outlined these topics, and have given specific references on each topic to available material. The Whitaker & Ray Co., San Francisco, has published these topics under the head of "Topical Discussion of Geography." On the subject of geography the County Board of Education simply requires the teachers and pupils to do the work therein outlined. Teachers and pupils for the first time in the history of the county are becoming interested and enthused with the subject of geography, and the practical results now being obtained from the time devoted to the study of this subject are many times greater than those obtained under the old method.

and the combining of the spelling with the other work. The reasons which make the combination of reading and grammar desirable do not obtain in spelling. Spelling is the multiplication table of our written language, and must, aside from a few helpful rules, be learned by rote. In theory the combination of spelling with the other work may be all right, but in practice the average teacher will obtain much better results if he will use a good text-book, and insist on thoro work and drilling. In spelling, the old way is the shortest after all.

It is customary in some of the counties of the state for the teacher to write the spelling on the blackboard, and have the pupils copy it. This not only takes up the time of the teacher, but the young pupil will often make a mistake in copying, and the result is unsatisfactory. Every person should be able to spell correctly all the words which he may have occasion to use in ordinary conversation and writing. As a matter of fact, a great many of the words used in our exercises of today are technical, and seldom used in everyday life. The time which is devoted to this work should be concentrated on the common words.

In addition to thoro work in the speller, the teacher should give the pupil to understand that he will be held responsible for the correct spelling, meaning and pronunciation of all words which he finds in his text-book and those used in his written work. Especially should this be insisted upon in the advanced grades. The pupil who acquires the habit of learning the correct spelling and meaning of all the words he uses will soon possess a large and invaluable vocabulary. The pupil studies word-analysis and spelling for the purpose of acquiring a good vocabulary, and hence he should not be asked to devote much of his time to technical words that will contribute but little toward that end.

Spelling as a separate subject should end with the sixth grade, but during the seventh and eighth grades pupils should be required to spell correctly all the words used in their written work.

WRITING.

Writing with pen and ink should begin with the first year and should receive careful attention thruout the entire grammar school course. No regular set exercises need be insisted on after the sixth year, but neatness in the written work should always be made a prime condition. Let the pupil once understand that all his written work must be neat, and represent his best penmanship, and he will soon develop a neat, legible hand, and a respect for order and system.

PHYSIOLOGY.

No more time should be devoted to the study of physiology in the grammar school than will be necessary to teach the pupils some of the more general laws of health. The study of anatomy and physiology proper belong to the university and medical college, and not to the grammar and high school. Every grammar school graduate, however, should understand the following:

1. Value of pure air.
2. Value of proper exercise.
3. Why bathing is conducive to health.
4. Proper care of the eye.
5. Selection and eating of food.
6. Intemperance.

Some knowledge of physiology is necessary to understand these general laws of health. This knowledge should be obtained by the pupil not through the use of text-books, but through lectures and talks on the part of the teacher. One lecture period of twenty or thirty minutes per week is sufficient for this work, and Friday afternoon is suggested as the best time. Unless the teacher has special reasons for doing otherwise, he should give these talks before the entire school. The advanced pupils should be required to keep notebooks for this subject, and when the teacher deems it necessary, should be required to recite on the work covered by past lectures. When these lectures are given,some recitation period of the regular work should be omitted. The teacher should not devote any more time to this work than is necessary to teach the pupil some of the more important laws of health.

The teacher should take particular pains to impress upon all his pupils the bad results which follow intemperance, but he should not forget that intemperance in alcoholic drinks and in the use of narcotics is not the only kind of intemperance. Intemperance in eating, in pleasure and in exercise, is also injurious to the human system. In other words, the pupil has derived the most benefit from this study when he has learned that the violation of natural laws brings its natural punishment, and has learned what some of these most important laws are.

BOOKKEEPING.

The grammar school cannot hope to graduate pupils who are qualified to enter an office and keep a set of books. That training should be obtained in the commercial department of the high school, or in a business college. The amount of work in the grammar school on this subject should be restricted to teaching the pupils how to keep a debit and credit account, which is all the knowledge of bookkeeping required for the ordinary affairs of life. This practical knowledge of accounts can be secured by the pupils in connection with his work in arithmetic, when the subject of accounts is reached.

DRAWING.

To the average man and woman the value of drawing as a permanent acquisition is not great. There should be no attempt made in the elementary schools to teach the technical science of drawing or painting. Drawing, however, trains the hand and eye, is a source of great pleasure to the young child, and assists to make plain the thought in literature. For these reasons it should constitute a part of the busy work in the lower primary grades, but should not be allowed to encroach upon the other work in the least.

The course of study for elementary schools, outlined above, and as now being carried out in the schools of Kern County, is as follows:

FIRST GRADE WORK.

Reading and Literature — Language — Spelling
Writing — Busy Work — Pictorial Drawing

SECOND GRADE WORK.

Reading and Literature — Language — Spelling
Writing — Busy Work — Pictorial Drawing

THIRD GRADE WORK.

Reading and Literature — Language — Spelling
Writing — Arithmetic — Busy Work — Pictorial Drawing

FOURTH GRADE WORK.

Reading and Literature — Language — Spelling
Writing — Arithmetic — Busy Work — Map Drawing

FIFTH GRADE WORK.

Reading and Literature (Recitation three times a week) — Language (Recitation on composition twice each week)
Spelling — Writing — Arithmetic
Busy Work — Map Drawing

SIXTH GRADE WORK.

Reading and Literature (Recitation three times per week) — Language (Recitation on composition twice each week)
Spelling — Writing — Arithmetic
Busy Work — Map Drawing

SEVENTH GRADE WORK.

Reading and Literature (Recitation three times per week) — Language (Recitation on composition twice each week)
Arithmetic — History — Geography

EIGHTH GRADE WORK.

Reading and Literature (Recitation three times per week) — Language (Recitation on composition twice each week)
Arithmetic — History — Geography

With the exception of the recitation on composition during the third and fourth grades this course of study requires but four recitations per day, and in substance but four subjects per year, as the work in reading, language, and literature is of the same nature. This result has been secured by omitting some of the subjects taught at the present time, shortening some and rearranging others. The result of this course of study will not be to give the pupil less work than he is able to accomplish, but to concentrate all his time on those subjects which will best prepare him for his life's work. The average grammar school course of study contains so many subjects that the pupil cannot do thoro work in any of them; and as a result, when he graduates he has only a smattering knowledge of those subjects whose fundamental principles he should have thoroly mastered. Thoroness demands concentration and not scattering of energy.

That some of the subjects omitted are good ones cannot be questioned, but the grammar school course cannot include everything that is good; it must include only those subjects which are best—those subjects which will best prepare the grammar school graduate for citizenship. More than ninety per cent of grammar school pupils never enter a higher school, and therefore the grammar school should be a finishing school. The subjects studied should be those that will best prepare these ninety per cent for the actual

duties of life. The pupil should devote all his time to these essential subjects and not fritter away his time on non-essentials or in trying to do more than he is able.

In many cases pupils are held back in order to accommodate those who are not able to do the work prescribed. This is detrimental to the pupil's highest welfare. The course of study herein prescribed is broad enough and elastic euough to enable the teacher to keep his brightest pupil busy with independent work along lines closely allied to his regular work. In all such cases teachers should take advantage of this, because independent work is the very best mental drill.

This course of study is prescribed on the assumption that grammar school pupils never enter higher schools, and on the further assumption that the pupil that is the best prepared for his life's work is the best prepared for high school work. If this latter statement be not true, then the object of the high school is not what it should be. As a matter of fact the pupil who has, not half, but thoroly mastered reading, writing, spelling, arithmetic, history and geography, and can express his thoughts orally and in writing, with force and clearness, has received the best preparation for citizenship and the best preparation for high school work that the grammar school can give; more than this the grammar school cannot accomplish.

It is interesting to note the opinion of James A. Garfield on this subject. In an address before the department of superintendence of the National Association, Washington, D. C., February 5, 1879, he gave expression to these ideas:

In this connection I will refer to the tendency in our primary schools to overcrowd the children by giving them too many studies, and thus rendering them superficial in all. The professors at West Point tell us that for more than forty years their course of examination for admission has been substantially the same and that the questions now asked in the several branches are the same as those propounded in the same branches forty years ago. Now, these professors say that the percentage of failures to pass that preliminary examination has been increasing, especially of late, with alarming rapidity, and is very much greater than it was forty years ago. I understand that Professor Church says this fact does not arise from worse appointments, nor lack of general information. Indeed, the young men who go there now have much more general culture than their predecessors. Many of them, who have studied Latin, algebra, and physics, and other higher branches, utterly break down in spelling, penmanship, arithmetic, and grammar. In short, they know a little in many branches, but are thoro in none.

There is a limit of effort in a child; and if his culture is spread over too large a surface it will be thin everywhere. The ambition of our schools to do too much results in doing nothing well. *Non multa, sed multum*, is an old and safe rule. I believe, therefore, that the two great points which the educators of this country should aim at if they would succeed are, first, smaller schools and more teachers, remembering always that a teacher who is at all fit for his work is one who has the power of inspiring, who can pour his spirit into the darkness of the pupil's mind, and fill it with "sweetness and light"; secondly, they should cut off a large number of new studies which have been forced into the earlier course, and concentrate their efforts upon the old primary branches until these are thoroly mastered,

Now, gentlemen, you who are conducting the educational affairs of this country cannot afford to rest under this charge of failure at West Point. You must answer by disproving the charge, or removing the evil. Every conference among educators should be directed to these questions; and when they are settled, you will have rendered one of the highest services that can be rendered to this country.

Nature-Study on the Cornell Plan.

BY PROFESSOR L. H. BAILEY OF CORNELL UNIVERSITY.

From the Review of the Reviews for April, 1901.

A prevailing tendency in education is toward nature and naturalness. That part of the movement that looks to things afield for its inspiration is usually known as nature-study. This term may mean anything or nothing. There is no uniform body of principles or practice included in the term. The greater part of what is called nature-study is merely easy or diluted science. Another part of it is sentimental affectation. Between the two should lie the real and true nature-study—that which opens the eyes of the child to see nature as it is, without thought of making the child a scientist, and without the desire to teach science for the sake of science. The nature-study of the scientist is often the mere interpretation of scientific fact and discovery; but the child receives this knowledge second-hand, and what it receives is foreign to its own experiences. The gist of such teaching is to impart knowledge, but the true nature-teaching seeks rather to inspire and to enlarge one's sympathies; mere facts are secondary. Every person lives always in an environment; if he does not have a spontaneous interest in that environment, his life is empty. We live in the midst of common things.

The Cornell nature-study movement seeks to improve the agricultural condition. It wants to interest the coming man in his natural environmeot, and thereby to make him content to be a countryman. This is the only fundamental solution of the so-called agricultural question. All things hinge on the intellectual effort and the point of view of the individual.

The first effort was to teach the teacher in the rural district school; but this teacher is hard to reach. She is removed from associations and conventions. She is the teacher of least experience, and frequently of least ambition. She follows. It soon became apparent that the leaders must first be reached. In the largest cities of New York State, the agitation bore its first fruits. The country places are now taking it up Before the movement was definitely organized, many rural schools were visited. The teachers were found to be willing to introduce a little sprightliness and spontaneity into their work, but they did not know how. They wanted subject-matter. The children were delighted with the prospect of learning something that had relation to their lives.

Readable leaflets were prepared on living, teachable subjects, for the purpose of giving the teacher this subject-matter and the point of view. It was not desired to outline methods, for methods are not alive. If the teacher were awakened and were given the facts, the teaching would teach itself. The first constituency was secured by sending an instructor or lecturer with the State teachers' institutes,—for the State Department of Public Instruction kindly made this possible. From teacher to teacher the idea spread. Now 17 leaflets have been issued and about 26 000 teachers are on the mailing list by their own request.

The leaflet attempts nothing more than to say something concise and true about some common thing, and to say it in a way that will interest the reader. The point of view is the reader rather than the subject-matter. The leaflets aim to send the reader to nature, not to record scientific facts. The first leaflet was entitled "How a Squash Plant Gets Out of the Seed." A botanist said that the title was misleading: it should have read, "How the Squash Plant Gets Out of Its Integument." Herein is the very core of the whole movement: it stands for "seed," not for "integument."

How is the teacher to use these publications? As he will. It is recommended that he catch their spirit, and then set the pupils to work on similar problems. It is not designed that the matter be made a part of the curriculum, for then there is danger that it may become perfunctory. Nature-study should supply the enthusiasm of the schoolroom. Nor is it enough that the leaflets are published and sent to applicants. They are followed up by personal correspondence and advice. A leaflet is never out of date if it is worth printing. It is used over and over again, year after year, and becomes more useful the longer it is used.

But there must be something more than mere intellectual assent to induce the teacher to take up the nature work. The teacher is tired and brain-weary; but ten or fifteen minutes a day given to plant or bird, or bug or brook, enlivens the whole school and makes the eyes sparkle. More than this, the subject becomes the theme for the English compositions, and one of the bug-

bears of the schoolroom vanishes. Writing is easy when the child writes naturally of what it knows.

The second distinct movement in this nature-study enterprise was the organization of the children into what are called Junior Naturalist clubs. Already there are 1,100 clubs, with a total enrolled membership of over 30,000 children. The idea is to get the children to do something for themselves. The club is theirs. The teacher is asked if she will encourage the organization of one or more clubs in her school. She suggests it to the children and leaves it with them. They meet and organize, and send the names of the members and officers to the Nature-Study Bureau, at Ithaca. The club is named by its members It may be "The Bright Eyes," "The Wide-Awakes," "The Investigators," or named for the village or the teacher.

Each member pays dues twice each month; this payment consists of an essay or letter on what has been learned of nature-life. This payment may be made by the very essay which the pupil wrote in its composition period. To the home office they come by the hundreds, and the children are encouraged to write as they think and feel. "Corrected" essays are not desired. Each payment of dues is checked up on the member's personal card, and those who meet their obligations promptly receive a neat "Junior Naturalist" button.

The children are guided in what they are to see. There is published a "Junior Naturalist Monthly," which suggests the work for the month. So far as practicable, these monthlies take up the topics that have been expounded in more detail in the teachers' leaflets; for the teacher thereby is brought into more intimate touch with the work of the children. The monthly lesson may be on seed-travelers, birds and bird-houses. an insect, a plant, a toad, a spring brook, or other practicable and vital topic.

In this "Junior Naturalist" work, the teacher has only a supervisory interest. She is not asked to take up new duties and responsibilities. The children manage their own affairs. A most gratifying result of the Junior Naturalist enterprise is the aid that it renders in school discipline. Naturally, the members have pride in their club and its standing. The club has meetings, as a rule, and discusses the lessons. It is conducted on parliamentary principles. Teachers are beginning to testify to the disciplinary value of the children's clubs, and to suggest that instructions in "rules of order" be made a part of the work. By appealing to the club spirit, the teacher is able to improve the *morale* of the school without conscious effort on her part; and the main purpose of the movement — to quicken the pupil's interest in the things with which he lives — is forwarded at the same time.

The immediate correspondence with the Junior Naturalists is in the hands of a judicious and sympathetic man of affairs, who is known to the 30,000 children as "Uncle John." To him they may write with confidence and freedom; and to receive a letter from him is regarded as an experience. A useful feature of the work is the encouragement of correspondence between widely separated clubs. The letters or dues of a city club may be exchanged with those of a country club. Some of the dues take the form of drawing-work; which may have been a part of the regular drawing period of the school-room. These drawings are useful for exchange. The drawings of leaves and of "Jack Frost" have been among the most useful. If the monthly lesson is on "Apple Twigs," or any other topic that is somewhat foreign to the city child's life, the country clubs are asked to collect specimens and to send them to their city correspondents. This is an obligation that is joyfully rendered. Altho this nature-study movement is a New York enterprise, outside clubs have not been refused. Some of these clubs are in foreign countries. There is one in Egypt, and another in Tasmania. They are scattered over the Union. This wide range adds greatly to the value and interest of correspondence and interchange, although it will be necessary to curtail the outside work in the future.

A. T. H. Brower, editor of the "International Magazine, has entered into an alliance with Manager Hibbard, of the Chicago Telephone Company, to save the English language from being telephoned into oblivion. To this end ten local telephone girls have been adjured not to say " ought" when they repeat a number in which there is a " naught." The result has been satisfactory so far, but one fluent telephone conversationalist who was "called down " for calling up nine-ought-seven" asked the well-meaning operator why she didn't quit telephoning and help raise the standard of English in the public schools.

Mr. Depew's Conundrum.—"If an empty barrel weighs ten pounds what can you fill it with to make it weigh seven pounds ?" asked Senator Depew of Senator Spooner.

" Have to give it up," replied Mr. Spooner.

"Fill it full of holes," answered Mr. Depew, and they both laughed.— Washington Letter.

Current Educational Thought.

NO ROOM FOR USELESS LUMBER.

The Little Chronicle.

Dr. Stanley Hall, who expressed the opinion at the recent Superintendents' Association in Chicago, that Dr. Spank should be called in occasionly to deal with refactory boys and girls, has also *said that almost all the school geographies in use ought to be burnt by the common hangman.* "Think of the chief products of Madagascar being thrust down the throats of babes and sucklings!" he cried. Well, they rarely stay there, if that's any compensation for wasted time; but whether they stay or not they produce mental dyspepsia. Mr. G. Barnard Shaw blames the teachers, but if he'll think a minute he'll discover that the teacher rarely has anything to say about what she shall teach.

Now the geography and other text-books are not the only sources of useless knowledge. Sometimes educational papers, which are used as guide posts by the ambitious and conscientious teacher, give misleading information on the way to learning, trying to make a common dirt road, as it were. *School Education*, for instance, has a sprightly column "For the Look-up Club," which it calls "Historical Recreations." Here are some sample questions: "What is the origin of the word mausoleum?" "What king was called the wisest fool in Europe?" "What is the 'Stone of Scone?'" "Of what German emperor is it fabled that he sleeps beneath a mountain and that one day he will come forth to lead the hosts of war?"

Of what earthly use is the knowledge of any of these things? The knowing of them does not make for memory, reason, personal power, culture or even hilarity. They are simply useless scraps of lumber, that fill up the brain and crowd out knowledge that could be used. For historical recreations I would recommend the sawing of wood and the washing of dishes, which are useful forms of labor that re-create for use the history of the race, and at the same time develop the body and leave the brain clean swept for the next task.

The game of tag with the encyclopedia and dictionary are demoralizing. They give children the idea that education is not a consistent integral part of life, but a thing of shreds and patches, put together, if at all, like crazy patch work.

HOME STUDY BILL.

Fresno Republican.

It may or may not be a good thing for school children to be given some lessons to prepare at home. Probably it is sometimes a good thing and sometimes a bad thing. But at any rate, it would seem probable that neither the legislature which passed nor the governor who signed the "home study bill" were competent to decide so complex a question off-hand and formulate a single rule which should apply to all cases. Most of them probably do not know that the no home study plan has been tried for years in Germany, with entire success, but that the condition of that success has been the requirement that the pupils spend many more hours in school than would ever be tolerated in this country. In fact, most of them probably know very little about it from any standpoint, and are about as competent to decide it intelligently as a teachers' institute would be to decide how many mules should be attached to a gang plow and what feed they should have.

There is too much of this legislative meddling. A New York legislator has a bill regulating the sizes of type that may be used in print. A Wisconsin legislator last year had a bill to limit the length of woman's dresses and the tension of their corsets. Another legislator has a bill providing for an examination of the pedigrees of those desiring to marry. Another proposes to permit the marriage of feeble-minded persons over 45 years old. The list might be extended indefinitely. The home study bill is not so absurd as some of these proposals, but it is as meddlesome as any of them. If any regulations on the question are needed they should be considered by educators and enacted by educational authority.

A PLAN FOR THE APPOINTMENT OF TEACHERS IN THE CITY AND COUNTY OF SAN FRANCISCO.

Prepared at the Request of the Board of Education.

We realize the great importance and the extreme difficulty of this undertaking. The reform which you propose is more sorely needed than any other in the administration of public schools. The inertia of established custom and many private and personal interests are opposed to the change. We believe, however, that public sentiment will support you in this movement if you will make it clear that you are acting upon sound principles, and that you have adopted wise and practicable measures for carrying those principles into effect.

In the interest of brevity and clearness, we shall omit from this report all argument and amplification; and will present our recommendations in the form of a statement of principles, and rules of procedure, which we have drawn up for your adoption. These are submitted in the following form:

PRINCIPLES UNDERLYING THE SELECTION OF TEACHERS.

I. The sole purpose of the public schools is education. No consideration whatever, other than the educational interests of pupils, can honestly enter into any plan for the appointment of teachers. In no sense do the schools exist to provide employment for teachers.

II. No one should be employed as a teacher who does not possess high persoual character, liberal education, and bodily health and vigor.

III. Successful experience is manifestly the best evidence of fitness for appointment.

IV. Professional training in the principles and practice of teaching is desirable, and is increasingly demanded in systems of public education.

V. The duty of the Board of Education requires that these officers should frequently take the initiative in securing the best possible teachers for the schools under their management. It is not sufficient that they should merely select from the candidates who apply for appointment.

VI. The employment of any sort of personal or political influence to secure appointment to the teaching force, or the urging of any consideration other than fitness for the work of teaching as a ground for such appointment, is held to be an act of unprofessional conduct.

RULES OF PROCEDURE.

A. Eligible List. General Provisions.

All new assignments to teaching positions in the schools of San Francisco shall be from an Eligible List, to be made up as follows:

1. The Eligible List for assignment to positions in primary and grammar schools shall at no time contain more than [eighty] names; and the Eligible List for assignment to positions in high schools shall at no time contain more than [fifty] names.

2. No person shall be considered for appointment to the Eligible List for primary and grammar schools who has not had at least a good secondary school education, or who shall not have demonstrated, by highly successful teaching, that he or she has had equivalent training; nor shall any person be considered for appointment to the Eligible List for high schools who has not had a good collegiate education, or who shall not have demonstrated, by highly successful teaching in a secondary or higher school, that he or she has had equivalent training.

3. Appointment to the Eligible List shall not be regarded as complete until the person appointed shall have obtained from a consulting physician of the Board of Education, a certificate showing that the holder is sufficiently sound in health and possessed of sufficient bodily vigor to do effective teaching.

4. The list of substitute teachers shall be made up independently of the Eligible List; but the persons whose names are upon the Eligible List may also be employed as substitute teachers.

B. Eligible List. How Formed.

Names may be placed on the Eligible List in any one of three ways:

1. *Experienced teachers who have shown themselves unusually efficient: on the initiative of the Board.*

It shall be the duty of the Board of Education to take the initiative in acquainting themselves with the work of teachers, within practicable geographic limits, who have achieved unusual distinction in the work of teaching. Such information shall be gained by letters of inquiry addressed to persons competent to advise in such matters; by personal visits to the schools and communities in which such teachers are employed, or have been employed; or by

such other means as the Board of Education may from time to time provide by rules of general application. Whenever adequate evidence of the superior worth of any teacher shall have been obtained in this manner, the Board of Education may, by a unanimous vote, appoint such teacher to the Eligible List. But such teacher must, before election, furnish the Board with all information called for in the case of regular candidates, and must be subject in other respects to the general rules governing such election.

[NOTE.—It is the intent of this provision that the schools of San Francisco shall secure the best of the teaching profession in the Pacific Coast region, as tried and proved by the test of practical experience. It should be the policy of the San Francisco Board of Education to keep such a watchful eye upon the teachers in surrounding cities and communities, that whenever one of these shall rise distinctly above the average in educational efficiency, such an one may be secured for the San Francisco School Department. This plan is practicable, because the city of San Francisco, by reason of relatively high salaries and many other superior advantages, naturally attracts to herself those who are worthily ambitious for advancement.]

2. *Unusually promising graduates of training schools: on the initiative of the Board.*

It shall be the duty of the Board of Education to make themselves familiar with the work of institutions which give thoro courses in the practice and theory of education, with a view to securing, for employment in the schools of San Francisco, any graduates of such institutions who may give unmistakable promise of becoming more than ordinarily successful teachers. The Board may, by a unanimous vote, appoint such persons to the Eligible List; provided that at no time shall more than fifteen per cent of the names upon the Eligible List be those of persons selected in this manner. But such persons must, before appointment, furnish the Board with all information called for in the case of regular candidates, and must be subject in other respects to the general rules governing such appointment.

3. *Other qualified teachers: on application and competitive examination.*

The Board of Education shall conduct annually a competitive examination for appointment to the Eligible List, provided that at no time shall more than fifty per cent of the names upon the Eligible List be those of persons selected in this manner. All persons desiring to enter such examination shall furnish the Board of Education, at least sixty days prior to the time of the examination, full information relative to their academic preparation, their professional training (if any), and their experience in teaching (if any). Each applicant shall give not less than three nor more than seven references to persons who are competent to speak of his or her fitness for the work of teaching. Such references shall include the persons whose official position enables them to give the most exact and pertinent information with reference to the applicant's scholarship, training, experience, and general character and efficiency. The Board of Education will not consider general letters of recommendation; but they will request from the persons referred to by the applicant a confidential statement as to the applicant's qualifications, such statement to be given in answer to a uniform list of questions to be furnished by the Board. The Board will also, in case of doubt, call for and make use of supplementary information, relating to the same set of questions, from other persons who may be deemed competent to speak intelligently of the candidate's qualifications.

At least ten days prior to the time of the examination, the Board of Education will canvass all of these evidences of qualification of the several applicants, and will prepare the list of applicants who may be admitted to the competitive examination. No applicant shall be included in this list who does not hold a valid teacher's certificate, of a grade not lower than the grammar grade, authorizing him or her to teach in the schools of San Francisco. Nor shall any applicant be included in this list who shall not have had at least two years of successful experience in teaching; but graduation from an institution which gives a thoro course in the practice and theory of education may be accepted in lieu of this requirement. Nor shall any applicant be included in this list if the information obtained in the manner described in this section shall indicate, in the judgment of a majority of the Board, that such applicant would not be a suitable person to appoint to a teaching position in the schools of San Francisco.

The annual competitive examinations provided for in this section shall be based upon questions relating to the practice and theory of education, and such other topics as may from time to time be announced.

C. ELIGIBLE LIST. Miscellaneous Provisions.

1. All applicants, and all other persons considered for appointment to the Eligible List, unless excused by unanimous vote of the Board of Education, will be required to appear before the Board in person, for a brief, oral examination. Such examination shall be private, but

shall be conducted by the Board as a body and in no case by the individual members acting separately.

2. All vacancies in the Eligible List shall be filled by the appointment of such persons as the Board of Education shall find, under the three methods enumerated above, to be best fitted for the successful prosecution of the work of teaching. No person shall be appointed to the Eligible List without full and impartial examination of his or her qualifications and comparison with the qualifications of all other persons whose names have come before the Board as available for such appointment. No member of the Board of Education shall promise, or give any sort of assurance, that any given individual shall be appointed to the Eligible List, or that any given individual shall receive his or her vote for such appointment.

3. If any applicant shall approach any member of the Board of Education, or be a party to the approach of any member of the Board of Education by any other person, with any argument or plea for his or her appointment to the Eligible List, assignment to a probationary teaching position, or election to a permanent teaching position, other than evidence of professional qualification for such appointment, assignment, or election, such person shall be deemed guilty of unprofessional conduct.

It is the duty of every member of the Board of Education, whenever any such attempt is made to employ personal, political, or other improper influence, with him or her, in connection with such appointment, assignment, or election to a teaching position, immediately to report the facts to the Board; and the applicant concerned in such improper approach shall not thereafter be considered for appointment, assignment, or election to a teaching position, by the Board, unless he or she shall satisfy the Board, that he or she was not responsible, either directly or indirectly, for the conduct complained of.

4. When any name is placed on the Eligible List, record shall be made of any special qualification which the person designated may possess, and of the kind or grade of work for which he or she is especially suited.

5. When any name has remained on the Eligible List for the term of four years, it shall then be stricken from that list unless retained by unanimous vote of the Board of Education.

D. Assignment to Teaching Positions.

1. When any vacancy occurs in a teaching position, the names of all persons on the Eligible List, whose qualifications are of the kind and grade called for in the vacant position, shall be read before the Board of Education; and the Board shall then canvass, thoroly and impartially, the qualifications of all such persons. Priority of appointment to the Eligible List shall not be considered in the selection of the person to fill any such vacancy; nor shall any other condition or circumstance be so considered, except superior fitness for the discharge of the duties of the position to be filled. When the qualifications of all persons available have been fully canvassed, the Board shall proceed, without nomination, to ballot for the selection of a person to be assigned to the vacant position. The person receiving three votes shall be so assigned.

2. Every person assigned from the Eligible List to a teaching position, shall be on probation, before final election, for a term of not less than two years, if such person shall have had successful experience in teaching for a period of two years, prior to such assignment; and every person so assigned shall be on probation, before final election, for a term of not less than three years, if such person shall not have had successful experience in teaching for a period of two years, prior to such assignment.

In submitting these recommendations, we beg to remind you that a body of rules cannot of itself insure a pure and wise administration; but it can do two things that are worth doing. It can convey to the public information as to the intention of the Board in this important matter; and it can provide a way by which good intentions can be readily carried into execution.

In the full hope and confidence that your honorable body will not fail to utilize its opportunity of bringing about a permanent reform in the appointment of teachers, by the adoption of this or of some other practicable plan, the above report is respectfully submitted.

David Starr Jordan,
Benj. Ide Wheeler,
Thomas J. Kirk,
Ellwood P. Cubberley,
Frederic Burk,
Elmer E. Brown,
Committee.

INVENTIONS AND DISCOVERIES OF THE NINETEENTH CENTURY.

Without regard to the order of their dates, we refer to the following:—Telegraph, Bessemer steel, roller flour mill. Pasteur's discovery, typewriter, phonograph, bicycle, sewing machine, telephone, power printing press, photography, type-setting machinery, railway, steam navigation, electric lighting, electric power, anæsthetics, antiseptics, sub-marine cable, artificial ice, wireless telegraphy, photo-engraving, Rœntgen rays, air brake, vulcanized rubber.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"A mother should study two things: her children and her bible."

At a Child Study Club, held in San Francisco, March 6, 1901, "A Mother's Ideal," by Proudfoot, was read and discussed, and the following gleaned therefrom:

The writer, the painter, the teacher, and even the parent are beginning to recognize the depth upon depth that lies in the unconscious mind and heart of the child, and are studying it that they may be true to the beautiful source of humanity in all that they do. That parents and teachers above all others should take up this special study seems but natural. Today every progressive educator in the land is alive to the importance above all else of a knowledge of the child himself. Teachers are turning their faces childward, are giving more earnest attention to the living factor in the problem of education. It is a significant fact that this great movement in child study has come so soon after the mother instinct and the artist instinct, and thru women teachers has been utilized in school education. With men and women teachers equally interested in the movement it would seem that child study bids fair to become one of the few movements in history in which an artistic ideal and a scientific spirit have from the first been harmoniously united. Mothers should take up child study for the benefit of the school, as well as the home. The school world is studying the child in the mass, but it will always be the mother's particular province to study the child as an individual. The teacher of today is taking a more vital interest in the child than the mother, yet she cannot do the work without the coöperation of the parents.

The formation of mothers' and parents' study clubs and the incorporation of the kindergarten, as a part of the public school system, is one of the hopeful features in the educational world.

The pupils of the grammar grades of the Alameda schools are to have a spelling tournament May 24th. Early in the term a list of five hundred names is prepared by the department for the contestants to study. Thruout the year there are tryouts, and the night before the tournament twenty pupils who have made the best showing are selected to represent each of the four grammar schools. Rules of the contest are outlined in a circular sent out by the superintendent. The tournament leads one to suppose that "they'll all be good spellers by and by."

A report of the Mayday Fete, given for the benefit of the Teachers' Annuity Fund, was crowded out of this issue. The Parents' and Mothers' Clubs coöperated in making it a success.

Official.

STATE BOARD OF EDUCATION.

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C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK .....President State Normal School, San Francisco.

The State Board of Education has held two meetings since the issue of the April number of the EDUCATIONAL JOURNAL.

At the meeting April 13th, there were in attendance President Wheeler and Dr. Elmer E. Brown, of the State University; Superintendent Kirk, and the following Normal School Presidents: Morris E. Dailey, San Jose; Edward T. Pierce, Los Angeles; C. C. Van Liew, Chico; Samuel T. Black, San Diego; Frederic L. Burk, San Francisco. In the absence of Governor Gage, President Wheeler was chosen chairman pro tem.

Matters of business were transacted as follows:

Permission was given Joseph K. Inazawa, of Salinas, to translate into the Japanese language the First and Second Readers of the State series.

Applications for acorediting of several institutions were on file, but the board postponed action until after the first of July, in view of the changes in the law respecting certification of teachers.

In the case of S. C. Phipps, against whom charges of unprofessional conduct had been preferred at a previous meeting of the board, his diploma was suspended for a period of two years.

The board adopted a memorandum in view of the new certification law that they would issue special credentials for the granting of high school certificates, as provided in the new law, to graduates of good colleges who have taught with decided success for a period of five years, such success to be determined by confidential letters of inquiry. Two years' success in teaching only will be demanded in case of graduates of good colleges who have had the required pedagogical training. The determination of rules for the granting of high school certificates to those who are not college graduates was postponed for more mature consideration.

Superintendent Kirk reports that no laws had been enacted by the recent legislature in reference to school text books, and that the matter now stood as it had before the meeting of the State Legislature, and the question was what could be done under the existing law. In view of the Attorney-General's opinion, given some months ago, that the State Board under existing law had the right to secure for use in the State Printing office plates of any copyrighted matter, it was on motion decided to proceed to the selection of a grammar school and a primary grade history, and the following named persons were selected as a committee to examine and report to the Board, at a meeting to be held on May 6th, 1901, the best books in their judgment for these two purposes: Dr. K. C. Babcock, Berkeley; Mrs. Rose V. Winterburn, Stockton; W. F. Bliss, State Normal School, San Diego; E. I. Miller, State Normal School, Chico; Miss Agnes E. Howe, State Normal School, San Jose; E. M. Cox, Santa Rosa; Richard D. Faulkner, San Francisco.

Secretary Kirk was directed to notify publishers of this proposed action by the State Board, and also to notify the members of the above named committee of the duty requested of them.

The Committee on Credentials submitted its report, which was adopted, and the following diplomas and documents granted in accordance with said report:

LIFE DIPLOMAS OF THE HIGH SCHOOL GRADE.

Walter S. Bailey, San Diego; W. H. Baker, Fresno; G. H. Stokes, Yuba; Gertrude H. Wilson, San Diego.

LIFE DIPLOMAS OF THE GRAMMAR SCHOOL GRADE.

Rosa A. Agostini, Calaveras; Catherine F. Balthis, Fresno; Clara F. Banker, Mendocino; Hugh L. Bankhead, Tehama; J. L. Beall, Fresno; Carrie M. Blanford, Los Angeles; Helen Brown Yolo; C. L. Bryant, San Joaquin; Arthur Oliver Burke, San Diego; Jessie E. Burrall, Alameda; Hannah C. Bynon, Stanislaus; Mary G. Coyle, San Francisco; Rose S. Cohen, San Francisco; Marietta Clapp, Tehama; Martha Calvert, San Francisco; Edith Crosby, Shasta; Mrs. Mamie Clark, Inyo; Serena M. Davis, Santa Clara; Virginia de Shields Diggles, Tehama; Cora A. Dix, Los Angeles; M. P. Donnelley, Plumas; Jas. H. Driscoll, Yuba; Mary C. Duffy, Calaveras; Maggie C. Fahey, Calaveras; Anna A. Farrell, Marin; Bertha Feibush, Alameda; Fannie A. Foran, Mariposa: Mary Lindley Galloway, Orange; Nellie B. Garrecht, Shasta; Frankie Harelson Gates, Stanislaus; Jessie M. Gearhardt, Los Angeles; Agnes B. Gillespie, Fresno; Maggie G. Gillespie. Fresno; Alice M. Goods, Alameda; Arlie Maud Grover, Sutter; O. H. Grubbs, San Joaquin; Carrie M. Greor Hannan, Shasta, Texana Hawkins, Fresno; Franc Hawks, Los Angeles; Zoe C. Herrick, San Bernardino; Belle Hulse, Tehama; Mrs. W. W. Irish, Mendocino; Samuel T. Luce, Mendocino; Will A. Latta, Sacramento; Mrs. D. B. Lawton, Marin; Louise M. McCarthy, Monterey; Arminta M. McMahon, Los Angeles; Mary V. McNichols, Nevada; Cecil Wirt Mark, San Francisco; Thekla T. Mohr, Los Angeles; Emma O'Connor, Sutter; Fannie C. O'Bannon, San Diego; James V. Parks Jr., Plumas; Kate R. Paxton, San Francisco; Bertha Pearse, Yolo; Annie F. Perkins, San Francisco; Wilhelmina Ramer, Santa Clara; J. W. Rees, Placer; Nellie S. B. Rengstorff, Santa Clara; Ara Riggins, San Bernardino; Catherine F. Riordan, San Francisco; Carrie E. Roberts, Orange; Ella V. Schillig, Sutter; Elizabeth L. Shearer, Alameda; Jennie Cameron Shepherd, Fresno; Elizabeth Smead, Santa Clara; M. W. Smith, Nevada; Jonathan Mallory Stark, Tehama; Grant W. Strominger, Los Angeles; Mary A. Sullivan, Alameda; Irene Sweezey, Los Angeles; Jennie L. Throop, Los Angeles; Mrs. B. M. Van Alstein, Tulare; Anna Louise Waite, San Bernardino; Pemberton Walter, Mendocino; Stella F. Warburton, San Diego; Mary Cleland White, Mendocino; Mary Wolcott, Fresno; Harriet E. Worden, San Francisco.

NEW ISSUE LIFE DIPLOMA.

Fannie E. Coleman, San Francisco; Alice E. Lynch, San Francisco; Nora Moynihan, San Francisco; Mrs. Fanny P. Osborn, Sacramento; Nellie C. Short, Fresno; Nellie Colwell Morrison, (duplicate) Lake.

DOCUMENTS TO ACCOMPANY STATE UNIVERSITY DIPLOMAS.

Evelyn D. Armer, San Francisco; Hamilton S. Groves, Fresno.

EDUCATIONAL DIPLOMAS OF THE HIGH SCHOOL GRADE.

Arthur Oliver Burke, San Diego; Helen M. Gompertz, Alameda; Jane E. Harnett, Los Angeles; Frank E. Tuck, San Diego.

EDUCATIONAL DIPLOMAS OF THE GRAMMAR SCHOOL GRADE.

May V. Arnold, San Francisco; Sophie Athearn, San Francisco; Ida M. Bacon, Fresno; M. Elizabeth Bang, Fresno; Florence E. Boynton, Marin; Gertrude J. Cohen, San Francisco; Sarah Coleman, Fresno; Callie M. Coombs, Mendocino; M. Frances Delprey, San Diego; William A. Edgar, San Bernardino; Minnie B. Edwards, San Mateo; Nellie Forrest, Modoc; Birdeen Freeman, Calaveras; Neva Gilfillan, Butte; Leander Good, Orange; Rachel E. Crowley Green, Lassen; Mildred M. Gregory, Inyo; Mary C. Hartley, San Diego; Annie Gertrude Harvey, Fresno;

Agnes Henshilwood, San Diego; Felix E. Huber, El Dorado; Edith M. Johnson, Monterey; Margaret Keddie, Plumas; Annie B. Keiller, San Diego; Grace Kimball, Fresno; Louise H. Koch, San Francisco; Alta Lane, Colusa; May H. Lanigan, San Francisco; Will A. Latta, Sacramento; Charlotte Lavery, San Francisco; Hattie F. Lewis, Fresno; Ella Linser, Mendocino; Harriet McAfee, San Francisco; Mollie F. McDonnell, Marin; H. E. McLane, San Francisco; James McMurphy, Mendocino; Arthur T. Merrill, Tehama; C. Caroline Middleton, Shasta; Mabel Minard, Fresno; Thomas B. Moffitt, Calaveras; Fred T. Moore, Fresno; Julia M. Neppert, San Francisco; Louise C. Neppert, San Francisco; Ida M. Perl, San Francisco; Katherine L. Reardon, Yuba; Lalia S. Richards, San Francisco; Martha H. Ritchie, San Francisco; W. D. Rutherford, Butte; Margie Simonson, Mendocino; May Soule, San Francisco; M. Pearle Spoy, Yuba; Minnie A. Stoddard, Mendocino; Rose C. Stolz, San Francisco; Mary D. Tanforan, San Francisco; Elizabeth Taylor, Monterey; Elizabeth L. Whitney, Marin; Bessie M. Wilson, Ventura; Laurola S. Woodhams, Santa Clara.

APPLICATIONS FOR DOCUMENTS TO ACCOMPANY NORMAL SCHOOL DIPLOMAS.

Sarah P. Annis, San Diego; Ernest B. Babcock, Los Angeles; Mrs. Laura B. Bagley, Los Angeles; Estelle Barrows, Santa Clara; Elizabeth Bates, Los Angeles; Byron J. Bradham, Los Angeles; Rachel C. Bynon, Stanislaus; Stella R. Campbell, Santa Clara; Janet M. Cutter, Santa Clara; Anna M. Dilworth, Ventura; Lulu M. Downing, Tulare; Grace Vivian Fuller, Los Angeles; Sadie V. Garner, San Benito; Ida D. Glasscock, Los Angeles; Annie C. Gregory, Los Angeles; Alice E. Hannaford, Santa Clara; Annie R. Hanlon, Los Angeles; Annie Gertrude Harvey, Fresno; Kate Henry, Santa Clara; C. E. Hudspeth, Modoc; Martha E. Hulbe, Marin; Minnie E. Hughes, Los Angeles; Edith B. Leach, Santa Clara; J. B. Marks, Fresno; Bertha K. Newman, Mariposa; H. R. Painton. Santa Clara; Mabel Plummer, Nevada; M. Emma Richards, Santa Clara; Ella Stoltenberg, Los Angeles; Mabel E. Trefry, San Joaquin; Mrs. Belle Wood, Stanislaus; Miss Willie Wood, San Diego.

MEETING OF THE STATE BOARD OF EDUCATION, HELD MAY 6, 1901.

At the meeting of the State Board of Education, held on Monday, May 6, 1901, reports of the members of the Committee of Seven, to whom was referred choice of histories for grammar and primary grades, was heard; the result respecting the grammar school history standing as follows:

Names of Committee.	1st Choice.	2nd.	3rd.
K. C. Babcock,	Thomas	Montgomery	McMaster
E. I. Miller,	Channing	Thomas	Montgomery
Mrs. Winterburn,	Gordy	Fiske	
Agnes E. Howe,	McMaster	Thomas	Montgomery
W. F. Bliss,	McMaster	Montgomery	
E. M. Cox,	Fiske	Thomas	McMaster
R. D. Faulkner,	McMaster	Fiske	

By a vote of six for McMaster and two for Channing, the former was chosen and a committte of three, consisting of Messrs. Kirk, Brown and Van Liew, was appointed with full power to act in closing contract with the publishers of McMaster's, for use of the plates and for its publication at the State Printing Office.

The time of the Board having been occupied until a late hour in considering a text for grammar schools, the adoption of a text for primary grades was, on motion, postponed until the next meeting of the Board, date to be announced; and the choice of such primary history was again referred to the same committee of seven, with request that further consideration be given to books heretofore submitted

and to such others as may hereafter be submitted, and by them deemed suitable for use in the primary grades of the public schools.

Certain applications for State diplomas and documents being on file they were referred to the Committee on Credentials, and on report of said committee, favorable action was had on the following:

LIFE DIPLOMAS OF THE HIGH SCHOOL GRADE.

Charlotte A. Knoch, Los Angeles; David William Lindsay, Merced; Margaret F. Philipson, Los Angeles; Clara Elizabeth Tripp, Orange: Sidney S. Twombly, Orange; Martha Minerva Winslow, Los Angeles.

DOCUMENTS TO ACCOMPANY STATE UNIVERSITY DIPLOMAS.

Earnest Almond Owen, Los Angeles; Edith R. Stevenson, Kings.

DOCUMENTS TO ACCOMPANY NORMAL SCHOOL DIPLOMAS.

Olive E. Hyde, Los Angeles, Emily Tower, Los Angeles; Nella Adeline West, Los Angeles; May E. Wright, Los Angeles.

LIFE DIPLOMAS OF THE GRAMMAR GRADE.

Frank A. Bondshu, Mariposa; Bessie H. Cox, Los Angeles; Jessie M. Crandall, Los Angeles; Georgiana Eells, Los Angeles; Lucy M. Giffen, Los Angeles; Clara H. Houghton, Los Angeles; Mary Agnes Lang, Los Angeles; Mary E. Le Van, Los Angeles; M. Frances Sanders, Los Angeles; Minnie A. Samuels, Los Angeles; Stella Wentworth, Los Angeles; Marie White, Los Angeles.

EDUCATIONAL DIPLOMAS OF THE GRAMMAR GRADE.

Louise K. Curtin, Los Angeles; Elizabeth Delehanty, Solano; Nannie E. Mook, Los Angeles; Kathryn F. Sterne, Mariposa.

THOS. J. KIRK,
Superintendent of Public Instruction.

Sonoma County Institute.

The thirty-seventh annual Teachers' Institute of Sonoma county opened April 15. The first session convened at 1:30 o'clock in the high school building, and over two hundred teachers were in attendance. The officers of the institute were: Ex-officio president, Minnie Coulter; vice presidents, Benjamin Weed, H. R. Bull and Blanche Hood; secretary, Anita M. Casey. The committee on resolutions had the following teachers as members: H. R. Bull, chairman; Anna L. Codding, D. E. Martin, Angie Gray, G. L. Ayers, W. O. Hocker, G. E. Murdock, C. A. Pool, F. R. Couch, Mary B. Adams, Mabel Wood, Blanche Hood and Charles E. Putnam.

The following instructors were on the program: Superintendent J. W. McClymonds, Oakland city schools; Dr. Frederic L. Burk, president San Francisco Normal School; President David Starr Jordan and Professor Ellwood Cubberley, of Stanford University; Professor W. J. V. Osterhout, of University of California; Dr. C. R. Brown, Professor Gaillard Lapsley, and local speakers.

The principal feature of the closing session of the institute was the address by Miss Coulter. She did not make an address at the opening of the institute but made up for it by closing the institute with earnest, practical words aptly pressed home to the hearts of the educators present, words full of cheer, calculated to encourage all to strive towards even a higher plane of proficiency in the school world than ever before.

Announcement.

The Pacific Grove Summer School will hold no session in 1901. The work of the school has been practically superseded by the University of California Summer School. For three years following the close of the Stanford Summer School it filled an important place, and was about the only summer school on the Coast. But the opening of a summer school at Berkeley on broad lines, with the superior advantages offered at a university seat, makes it no longer necessary. All who desire to attend such a school can be accommodated at the University of California. Mr. Sandwick, the former director and secretary, has referred all correspondents to the University Summer School, and asks the WESTERN JOURNAL OF EDUCATION to announce that no session will be held at Pacific Grove.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

Remit by check, Postoffice order, Wells, Fargo & Co., or by stamps.

ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of $3.00 a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

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The Official Organ of the Department of Public Instruction of the State of California.

CALIFORNIA is to be congratulated on the excellent school laws that were passed at the last session of the legislature. It is to be congratulated also on several that were not passed.

* * *

WHEN the roll of honor is made up composed of the names of men who worked for and with the new certification bill, the name of Superintendent Robert Furlong will not be far from the head.

* * *

JEAN JACQUES ROSSEAU said "that an orchard, a cow, and an amiable wife was the ideal of life." Alas, contentment never built a city, nor made a scholar, and a man who is content will have a poor orchard, no cow, and certainly an unamiable wife.

* * *

PROF. BRYAN of the Department of Pedagogy of the Indiana State University, has accepted the place of Superintendent of Normal Schools of the Philippine Islands. Prof. Bryan is a brother of the president of the School of Sciences at Pullman, Washington. He is well equipped for the work.

* * *

THE LATCH-STRING to the door of success still hangs out. Twenty years ago C. M. Hays was a clerk at one hundred dollars per month; nineteen years ago C. M. Schwab was a clerk in the grocery store; today he gets more than $100,000 per year. Hays and Schwab had neither personal friendship nor political pull nor capital, at the start. They became experts. The world wants experts. There are universities that want expert presidents; there are cities that want expert superintendents; there are boards of education that want expert teachers; there are corporations that want expert managers; there are churches who want expert preachers; there are clients who want expert lawyers; there are sick who want expert doctors; there are merchants who want expert salesmen; there are women who want expert servants — everywhere there is a cry for experts. The man who can do one thing a little better than anyone else will get on. Walk up, walk up, and take your chance in the lottery of life! Walk up, ladies and gentlemen; walk up, boys and girls; there is gold for the men, rank and position for the ladies, and places for us all.

ON WHEELS.

By HARR WAGNER.

PART I.

There is a fascination about the rattle of car wheels. There are some pedagogical lessons in geography taught from the car window. Early in March the editor of this journal left his "den" and started for the South and East. When not over the car wheels he will talk wherever the Thomas Lyceum Bureau directs, study local geography, and visit schools and educational institutions. I enjoyed the luxury of a well-equipped coach on the Santa Fe from Point Richmond to Albuquerque. This city, in the heart of New Mexico, has an altitude of about 6000 feet. The air is so charged with electricity that by making a little friction on a moquette carpet with your feet, you can light the gas with an electric spark from the end of your finger. The electric sparks are so plentiful that it leads one to believe that Albuquerque is where "sparking" originated. Albuquerque is a thrifty, prosperous city, with good schools, churches, and many cultured people. The University of New Mexico is located here. Professor Herrick, the well-known author and student, is the president County Superintendent Ramsay of Fresno County, Cal., was at one time the honored president of the institution. Mr. Hickey is the city superintendent of schools, and for three years has looked after the educational interests. Superintendent Hickey, C. W. Ward, of the "Journal," Rabbi Meyers, and others, have a well organized society for providing high class entertainments for the citizens.

It is very solemn trying to keep awake for a delayed train until 4 A. M. It was 4:30 A. M. when the 10:30 P. M. train left for Las Cruces. In this quaint Mexican town, at the Hotel Don Barnardo, one fully realizes that the artificial spices of civilization do not exist to inhibit all of our hereditary instincts. The Hotel Don Barnardo looks as tho it were the underdone model of Stanford University. The "town of the cross" has about 3000 Mexicans and about 300 Americans, and it seemed that every American in the town was in the hall at the convent to listen to "Uncle Sam Jr." The ladies of Las Cruces have an improvement society, with Mrs. D. C. Billings as president. It is the intention of the progressive ladies to erect a library and club building, to build a monument to the Rough Riders, to lay out and improve parks, homes, etc. Mesilla, near by, is an ancient Mexican town. The Americans have not visited it as yet. On an eminence, near Las Cruces, is the Agricultural College and School of Mechanical Arts, presided over by President Sanders, a Harvard man. This school is doing a magnificent educational work for the territory.

From Las Cruces to Silver City is a very tedious journey; but Silver City ought to be as interesting as the Golden City in the ratio of sixteen to one. It is situated in a cañon, high up among the mountains in New Mexico. It is a great trading center for thrifty mining camps and towns in the country round about. There are excellent schools in this place. The Territorial Normal located here, has an excellent reputation. C M. Light, the president, is a strong man, who selects his faculty with absolute freedom of the initiative. He has several Chicago University men in the faculty, one of whom will take the summer course at Berkeley. I have never seen a hundred students more keenly alert in classroom work than at this institution. I next crossed the line into Texas. When you reach El Paso, you say, "This is Texas"; when you reach Clarendon, you say, "THIS is Texas"; when you reach Dallas, you say, THIS IS Texas"— and you keep on emphasizing the two first words at each town you visit. Of course, some times you meet the audacious wind and sand on a picnic together, but prosperity wears a smile here. There are no croakers in Texas—there are no ponds in western Texas for frogs even—the prairie dog does not even howl dismally. A rolling stone would not gather moss in Texas, that is sure. The land is so level it couldn't roll at all Of course, at El Paso, I had to cross over into Juarez, visit the church of Guadalupe, buy something from a genial French Jew, so as to have something to be evasive about when I meet the custom house

inspector. It is said that "circumstances alter cases," but when one looks at the paint and sand on dark-eyed señoritas, it can be truthfully said, "circumstances alter faces."

The conductor cries "All aboard!" and I am side-tracked for the present.

THRU TEXAS AND LOUISIANA.

PART II.

One has a varied and lively experience catching trains, stopping at hotels, meeting lecture committees, and talking at people in six different places each week. At Ballinger, Texas, the principal of the schools, Mr. Starns, invited me to address his four hundred bright boys and girls. He had them crowded in two rooms. I stood in a doorway in the center, and in trying to look at both audiences at the same time I became cross-eyed. The principal said to the children: "All who were delighted with Mr. Wagner's talk, please hold up your hands." Every hand went up. I said to Mr. Starns, "That is no test; those children are so full of responsiveness, that if you were to ask them if they would like to see me hanged, their hands would go up just the same." "Oh, no," he said. "Oh, yes," I said. "Let me try it?" "All right." "Now, children, all of you who would like to see Mr. Wagner hanged, hold up your hands." About seventy-five hands went up, and one, more anxious than the others, put up both hands.

At Midland, Texas— a town with no saloons, poor hotels, and good churches—I met two delightful people, Rev. Mr. Darst and his wife. I heard Mr. Darst preach. It was a beautiful sermon; full of the manliness and the brotherly love of Christ. During the sermon, a man, partly crazed with drink, kept annoying the people, until finally the preacher stopped. Two men put the half-crazed drunken man out. What did the minister do? He stopped in the middle of his sermon, and offered a prayer for the man's soul. It was an effective prayer. Simple faith, full of invisible tears. I never heard or saw a more effective scene. Once Dr. Jordan stopped in his lecture on "The Passion Play," when the picture of Christ was on the screen, and with bowed and reverent head, stood in silence, while you could hear the hushed breathing of the audience. Again, I heard Joaquin Miller electrify an audience when the people yelled to him to talk while a magnificent view of the summit of the Sierras was on the screen, and he turned and said: "What is there left for man to say when God has said so much?" But here on the cattle-grazed and wind-swept plains of Texas, it was impressive and unexpected. Mrs. Darst has also set the pace for other towns. She has started a kindergarten and various clubs. The most notable is the "Banquet Club," composed of young ladies. Each week the ladies give a ten or twelve-course banquet or dinner to the young men. The banquet is a practical cooking school for ladies. It is needless to say that it is impossible to keep up the Banquet Club more than one season—the ladies all get married.

San Angelo is in Tom Green County. They have a curious way in Texas of giving the full name whenever they want to honor a man. It is not the Houston Normal School, but the "Sam Houston Normal School." San Angelo is a town of five thousand people, without a marshall, a tax collector, or a council. It runs itself, and gets along all right. At Sequin, I found a German settlement. Banks full of money, schools full of children, five churches, excellent business men's clubs, a brilliant young editor—a blue-eyed man of the North of Ireland, named John Moore—and a progressive educator by the name of A. M. McCallum. So Sequin has all the attributes of a prosperous town. Gonzales, another German settlement, is an ideal lecture town. The people turned out to the full capacity of the hall, and on Dr. C. N. Thomas' Lyceum course of three lectures and a concert, the committee made over $300. This is one of the very few places in the Southwest that has its courthouse park improved—it is a park; and the Ladies' Park Association and the people of Gonzales are to be congratulated on their success in beautifying this lovely city. Mr. Walsh, a well known attorney, had charge of the Lyceum course, and certainly made a success.

Cuero is a town in the heart of the district settled by German emigrants in the early

days of Texas territory. It has an excellent daily paper, published by J. T. Howerton, good schools, and in Colonel Farris, of the Farris house, a typical Southerner. He is the man of whom Lee said, "Is Farris in line? Then let the firing begin!" He is the chap that killed a Yankee soldier, and boasted that he ran eight miles to do it; and when the Yankee fell, exhausted, Farris was still a hundred yards ahead of him.

Corpus Christi, is very much like San Diego, Cal. It has had a boom; it has a bay, and has figured in the song, story, and history of the land of Texas. But the romance is mostly in R. H. Savage's "For Love and Life," while fish, oysters, and cabbage form the chief natural products of the town. Cabbages are shipped out by the hundred carloads—like oranges from Riverside. Here I met a typical man of the new South, James B. Wells. He lives at Brownsville, on the Rio Grande, and near where the troops marched on their historic march to the heart of Mexico, and immediately secured some valuable real estate by the Golden Gate. Wells has the personality of a governor, and it is said that Texas will put him in the governor's chair at the next election.

I also met J. S. Henderson, a young editor of "The Crony," who is one of the newer men of the South, and in his new paper is attracting the attention of the new-old-South to Corpus Christi. Forty miles farther on, is the town of Alice, where Joaquin Miller has become a landed proprietor, and near where is the famous King cattle ranch, with its hundred-mile-square of wire fences—the biggest ranch in the world.

Here I made a jump to Louisiana, past Beaumont, where the oil-gushers spout, the real estate men spout, and the boomer booms. It is a great boom, and there are millions in it — but I pass on. The five thousand men at the depot are not interested in "Uncle Sam Jr.," and I strike the beautiful town of Orange. Tom Ochiltree's aunt keeps a hotel here, and never tells a yarn. "The Daughters of the Confederacy" like "Uncle Sam Jr.," and I take the next train for Lake Charles, La.; and here again it is boom—boom—rice, lumber, oil. Forty men stand in line at the courthouse to get deeds recorded. A lecturer cannot get a good house—unless he rents one—under such conditions. Here I talked again to one thousand children—bright-eyed, fine physique, splendid complexion—health and prosperity—prosperity and health.

Summer Session of University of California.

The summer school, from June 27 to August 7, open without examination to all applicants of good character and intelligence, will number in its instructing staff, thirty-five or more members of the regular faculty, including, among others, Professors Bacon, Hilgard, Wickson, Clapp, Gayly, Merrill, Margolis, Loughridge, Page, Jaffa and Magee, and in addition John Dewey, professor of philosophy in the University of Chicago; H. Morse Stephens, professor of Modern European and English History at Cornell University; Barrett Wendell, professor of English in Harvard University; Jas. E. Russell, Dean of Teachers' College of Columbia University; Ewald Flugel, professor of English Philology at Stanford; Ellwood Cubberley, associate professor of education in the same institution, and James M. Wilson, irrigation expert of the United States Department of Agriculture.

Courses will be offered in philosophy, education, history and political science, Semitic, Greek, Latin, English, Spanish, mathematics, physics, astronomy, chemistry, botany, mineralogy, physical culture, agriculture, horticulture, and irrigation. All the facilities of the library, laboratories and museums will be available.

Many of the courses are planned particularly to meet the needs of teachers, to acquaint them with modern methods and to freshen their inspiration. Particularly valuable are the opportunities for training in pedagogy, nature study, laboratory methods, and physical culture.

The short course in agriculture, a new departure for California, will enable practical farmers to learn the latest facts and methods of scientific agriculture, thru hearing lectures by experts on topics such as irrigation practice, plant disease, breeds and breeding, milk and its products, food for men and animals, fruit-growing and soils. The agricultural students may choose also courses in other departments.

A circular containing full information will be mailed free upon application to the Recorder of the Faculties, Berkeley, California. The fee for the session is $10, and the student may choose one or many courses. Applications for admission should be filed, if possible, by June 17.

N. E. A. Notice.

Do you wish to be informed about Detroit and N. E. A.? If so, send for the booklet published by the local committee. The cover is of deckle-edged art paper, and the book contains numerous half-tones of views in and about Detroit, together with considerable historic and descriptive matter relating to the points of interest. It also contains the usual information concerning railroad rates, sidetrips, hotel and boarding house accommodations, etc.

O. G. FREDERICK,
Chairman Local Exec. Com., Detroit, Mich.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A Crookshanks, Visalia.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The University of California will hold its Summer Session June 27 to August 7, 1901.

TEACHERS' INSTITUTES.

San Mateo County. Miss E. Tilton. May 7, 8, 9.

Mendocino County, Supt. J. F. Barbee, May 21.

San Luis Obispo County. Mrs. A. C. S. Woods, May 8, 9, 10.

The Seattle High School commencement will be June 12th.

The town of Kent, King County, Wash., will organize with adjoining districts a union high school.

Superintendent Doub's discussion of a course of study is drawing marked attention from the school men of our state.

Montana will be well represented at the National Educational Association at Detroit from July 8-12. About fifty teachers are to attend.

A new schoolhouse has just been completed at Mill Valley at a cost of $10,000. Superintendent Furlong delivered the principal address at the dedication ceremonies.

Superintendent Frank Cooper, of Salt Lake City, has accepted the superintendency of the Seattle schools. The salary will be $3,600 the first year and $4,000 thereafter.

The city of Chicago has abolished the elaborate graduating exercises usually held by high school graduates, on account of the many items of expense necessarily incurred on such occasions.

A Summer Normal School is to be held at Newport, Oregon, under the direction of Professor J. B. Horner. It will open about the middle of July and continue in session a month. Indications are for a large attendance from Idaho, Montana, Washington and Oregon.

W. J. Wood, a senior in the Department of Education at Stanford University, has been appointed Acting Superintendent over one of the island districts in the Philippines at a salary of $1800 a year. He will sail for the islands on May 16th.

The appointed members of the State Board of Education of Washington consist entirely of women. Governor Rogers recently made Mrs. Carrie Shaw Rice, Mrs. Clara Ryan, Miss Sarah Lawton and Miss Esther Thomas members of the new board for two years.

A summer school of music and voice culture is to be held at North Fork, Madera County, from July 1-27, under the supervision of Miss Ida M. Fisher, instructor of music in Alameda public schools. North Fork has an excellent mountain climate, and good board can be had at reasonable rates. There are many fine camping places. Tuition, $5.00.

The Department of Public Instruction which controls the schools of the Hawaiian Islands is sending to the Pan-American Exposition at Buffalo, N. Y., a display of school children's work. The Senate at Honolulu voted $3,500 to defray the expenses, and Miss Rose Davison, a native of the islands, was chosen to accompany the exhibit.

Miss Davison is the first woman ever commissioned by the Hawaiian Legislature for work of any kind. She holds a very responsible position in Honolulu, Assistant secretary of the board and general school agent for the islands.

The town of Concord has attained an enviable preeminence in Contra Costa County by being the first to provide for a High School.

A special election was held recently for the purpose of forming a High School District. The measure was carried by an almost unanimous vote and the building of the school will begin as soon as possible.

Dr. Max Farrand, of Middletown, Conn., has been appointed Professor of History at Stanford University. Dr. Farrand is a graduate of Princeton, class of 1892; A.M. 1893; Ph.D. 1896.

Since his graduation he has been Fellow in History at his Alma Mater two years and for two years a student in history and social science in Germany. He is author of several publications, the most notable of which reviews the legislation of Congress for the government of the organized territories of the United States from 1789-1895. His work at Stanford will begin next September, but he will give a series of special lectures, beginning May 7th.

Three more graduates of the University of California have been chosen to fill positions in the Philippine Islands. They are Edward E. Christensen, Margaret Caroline Dowling and Ben F. Wright.

Edward Christensen is a teacher in Modoc County. He attended the San Jose Normal and then entered the University where he pursued special work in English, philosophy and history.

Margaret Caroline Dowling is a San Francisco young lady, at present teaching in the San Francisco Evening School. After graduating from the Girls' High School and the San Francisco Normal, she entered the University of California, where she specialized in French, Spanish and English. Miss Dowling is particularly capable for her new line of work and Superintendent Atkinson is fortunate in obtaining her services.

Ben F Wright is a teacher of history and English in the Los Angeles High School. In 1897 he received the degree of Ph.B., and after specializing in history and pedagogy received his position in Los Angeles, which he has held for the last three years.

Deputy Superintendent Charles L. Ennis, of the Los Angeles city schools, died at his home recently of paralysis of the heart.

Mr. Ennis was a graduate of the State Normal School at Kirksville, Mo. In 1876 he came to California, and for four years was a teacher in the schools of Sutter and Colusa counties, and for six years acted as principal in the Sonoma County schools. In 1886 Mr. Ennis moved to Los Angeles County, and for the past six years has been deputy superintendent of schools. He was a man of sterling character, thoro and conscientious in his work. His death is a great loss to the public schools, and the cause of education.

On Saturday, April 27th, a debate was held under the auspices of the Debating League of California, between Lowell High School and Lodi High School. The subject was—"*Resolved*, That the United States Exercise a Suzerainty over Cuba." Affirmative, Lowell High School; Speakers—Leon E. Morris, '01; Horatio Hawkins, '02, and Joseph P. Lucey, '01. Negative, Lodi High School; Speakers,—L. Brown, '01; I. Vickerson, '01, and Chas. F. Lillie, '02. Judges,—Judge George Cabaniss, of San Francisco; Professor George H. Boke, of University of California, and Professor W. C. Doub, Superintendent of Kern County Schools.

The Lodi speakers gained the decision, and carried home the banner of victory for a second time, having won over Stockton in a former contest. This speaks well for the ability of the Lodi students, but it is fully as high a compliment to Professor F. B. Wootten, the popular and efficient principal of the high school, who trained the speakers for their victories.

Death of Miss Fuller.

The friends of Miss Maria Fuller are pained to learn of her death, which occurred Easter evening at Potsdam, N. Y., her native town. Of her life a member of the Chico Normal faculty writes:

Miss Maria Fuller was born in Potsdam, New York, Feb. 1849

Graduating from the Potsdam Normal School Feb 1874, she began her life work as a primary teacher in the graded schools of her native village.

For ten years she endeared herself to the children and patrons of the city schools while teaching with her older sister, Miss Emma Fuller, as principal.

In 1889, she became primary teacher in the public schools of Pasadena, California. Here she won laurels on every hand for her wonderful power of control, her loving sympathy with children, and for her exalted and inspiring life with her associates.

From 1894 to 1896 she was primary teacher in San Bernardino with Superintendent Fry, late United States Commissioner of Education to Cuba.

Mr. Fry said, unqualifiedly, that Miss Fuller had no superior as a primary teacher.

In 1896 Miss Fuller became critic teacher in the primary department of the State Normal School at Chico.

For three years she won golden opinions for her power to influence and inspire child-life.

She easily won love and esteem without effort, commanded confidence and respect without seeking, and inspired merit and endeavor with the fullest appreciation.

In 1899 she became the principal of primary department in the new Normal School established at Hyannis, Massachusetts.

Failing health caused her to resign her position and seek the skill and care of anxious friends at her native home. But our Heavenly Father ordered that as the ading sun at Easter-tide kissed the parting clouds f good night," the pure, sweet life of this noble and gifted woman and ideal teacher passed to the rich fruition of twenty-five years of loving and ennobling effort with those of whom our Saviour said, "Of such is the Kingdom of Heaven."

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Art in the Santa Barbara Schools.

Santa Barbara is well favored in having some very liberal patrons of art Neither is the benefit confined to a few, but the whole people, from the children to their grandparents, have had and are having opportunities to gain the fullest profit.

The public schools are particularly fortunate. The first step in this direction was taken when the late Anna S. C. Blake opened the art room at the manual training school founded by her. This has since been followed by exhibitions, and now by the "circulating gallery," as it might be called, moving from one schoolroom to another, each picture being made a study. In the primary grades the pupils are told the stories of the pictures; in the higher grades it is made the subject of composition work, and thus the children get a taste of the true art.

The exhibition is under the auspices of the Educational Association, and the teachers have a great appreciation of the good work of Mr. and Mrs. Radcliffe-Whitehead. The public is now given an opportunity to show its appreciation by doing something to aid the decoration of other schoolrooms in the city.

About eighty fine pictures, reproductions of famous paintings, costing from $4 to $15 each, and nicely framed, have been given to the local schools. Of these, forty will go to Washington School, twenty to the high school, and twenty to the kindergartens.

Mr. and Mrs Radcliffe-Whitehead will allow to remain on the walls of Washington School many of the pictures now placed there for exhibition.

The twenty famous portraits given to the high school will remain on the walls of the hall of Washington School, probably until the new high school building is completed.

In the general exhibition room one finds on the table books on art and on schoolroom decoration, portfolios of pictures varying in price from the penny prints to the better grade of photos and artotypes. There are catalogs from firms in Europe and America, and one who wishes to duplicate for one's home or one's school knows where to find the needed information.

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BOOK REVIEWS.

Pages From My Note Book. A Treatise on Primary Education for Parents and Teachers, by Florence Cromer Coleman.

This book comes from the heart of a primary teacher of several years' experience. It is written in the spirit of humility and love, and imparts the same spirit to all who read it. The discussions of morals, manners, language, numbers, music and amusements will lead any teacher who reads them into sympathy with school work and child life.

Sold by Florence C. Coleman, Stanford University. Price, 30 cents.

Famous Presidents, Volume III, of American Biographical Series. It contains 196 pages, bound in cloth; price $.50.

Idylls of the King, edited by M. A. Eaton, Nos. 71 and 72 of "Ten Cent Classic" Series. This series is also bound in a limp cloth at 15c. and full cloth at 25c.

Corot, from our "Great Artist" series, 10 cents per copy.

The above are published by the Educational Publishing Company of Chicago They are in keeping with the high excellence of previous numbers of the several series.

The Woodpecker. By Mrs. FANNIE HARDY ECKSTORM. With five full-page plates and text illustrations. Square 12mo, $1.00 Houghton, Mifflin & Co., Boston.

A lively yet accurate and orderly account of the woodpecker family, treating somewhat exhaustively of five of the commonest species, and less fully of the others. The book is in a form quite certain to interest young people, and very likely to lead to further observation and investigation. Fully illustrated with five colored pictures by Louis Fuertes, the leading American bird artist, and with cuts and diagrams in the text.

St. Basil the Great on Greek Literature. Edited with Notes and Vocabulary. By EDWARD R. MALONEY. Cloth 12mo, 86 pages; price, 75 cents. American Book Company, New York, Cincinnati, and Chicago.

This is the first edition of St. Basil's Address to Students on Greek Literature ever published in this country, and will, undoubtedly, prove welcome to teachers, as it will afford them a convenient opportunity to vary the usual course of reading in Greek with new, interesting and helpful matter. The editor has prepared a very thorough series of notes, explaining all historical and legendary allusions, calling attention to the exact shades of meaning in St. Basil's expressions, and illustrating these in each case so far as possible by quotations from other writers. Each division of the text is preceded by a summary in English of its pricipal points. Grammatical references to difficulties in syntax have been given, the grammars referred to being those of Hadley and Allen, Yenni and Goodwin. The notes and helps have been made of such a character as to enable the scholar to begin the study of the Christian Greek classics with pleasure and profit, and at the same time to furnish advanced students with resources of interest and knowledge. A vocabulary is included in the book.

Academic Algebra. By WILLIAM J. MILNE, Ph D., LL., President of the New York State Normal College, Albany, N. Y. Half-leather, large 12mo, 444 pages. Price $1.25. American Book Company, New York, Cincinnati, and Chicago.

This is a worthy addition to the series of mathematical text-books prepared by Dr. Dilne, and very widely used in our schools. The treatment of the subject thruout is based upon the most modern presentation of the science. It meets fully the most exacting requirements of the entrance examinations of any college or university in the country. The student is led to make the proper inferences, to express these inferences briefly and correctly, and to prove their truth by the method of deductive reasoning. The definitions are complete, clear and concise, and fully illustrated. The examples are very numerous, and so graded that the more difficult ones may be omitted if desired, thus furnishing a briefer and easier course at the option of the teacher. The student's knowledge of arithmetic has, in every instance, been used as a basis for a thorough knowledge of numbers, as they are considered in the science of algebra, so that progress towards the broader ideas of number is easy, and algebraic truths are readily comprehended.

How to Teach Reading and Composition. By J. J. BURNS, M.A., Ph.D. Cloth, 12mo, 160 pages. Price, 50 cents. American Book Company, New York, Cincinnati, Chicago.

This book is designed to help the teacher to prepare for the labor of training pupils to read and to write the English language. It aids in guiding the student to secure knowledge and culture from a book, and in training him to express what he may know or feel with clearness and grace. The quotations chosen for study are most suitable for the purpose; to some notes are appended; of others, questions are asked, sometimes both modes are used. Suggestions are given for the production of compositions to be based upon the selections read. The book is attractively illustrated, and is one which we can recommend to primary teachers as timely and serviceable.

New Education Readers. Synthetic and Phonic Word Method of Teaching Reading. By A. J. DEMAREST and WM. H. VAN SICKLE. Book III, Cloth, Square 12mo. Illustrated. 160 pages. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

This book is one of the series, entitled New Education Readers, designed to present a new system of reading, embodying all the ideas of the New Education. In the presentation of the work nothing is forced upon the pupil, but everything is brought to him naturally and easily, and with a clearness and vividness of perception secured by the aid of admirable illustrations. Book III is intended for the work of the second year and is devoted to the development of obscure vowels and the more important initials and terminals. The work is so divided that the subject matter conforms to the month of the year, and the stories not only have an adaptability for nature work but also possesses the higher purpose of cultivating in the child a desire to read the best and choicest selections found within the realm of child literature. Memory gems suitable to the season work of the months have been wisely added in order to develop the child's æsthetic nature.

Animal Life, a First Book in Zoology. By PRES. DAVID STARR JORDAN and PROF. VERNON L KELLOGG, of Leland Stanford Jr. University. Published by D. Appleton & Co., N. Y. Cloth, $1.20.

This book is an account of the relations of animals to their surroundings, and the responsive adaptation of the animals to these surroundings. Every observation of animal structure or habit leads to a search for its significance. The book will develop original thinkers. In mechanical appearance and beauty of illustrations this text is in keeping with the general excellence of others of the Twentieth Century Series.

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Teachers' Institutes.

Amador County Institute.

Here is something new in institute work. The teachers of Amador County, seventy-five in number, went 150 miles from home, to hold their institute at Berkeley, under the inspiration of the State University and other means of interest in the vicinity. It was expensive, but not an objection was made, and the teachers went home saying all manner of good things about their instructors and their superintendent. The Hotel Metropole, of Oakland, was "headquarters." The sessions were held at Stiles Hall, Berkeley. The instructors were: Professor Fletcher B. Dresslar, Professor William Dallam Armes, Dr. W. J. V. Osterhout, Mr. Thomas L. Heaton, and Professor Elmer Ellsworth Brown, all of the University of California, and Dr. Harold W. Fairbanks, of Berkeley. Addresses were made, also, by President Benjamin Ide Wheeler, Professor I. Stringham, Senator John F. Davis, State Superintendent Thomas J. Kirk, and Superintendent George A. Gordon. In addition to the addresses and discussions of the program, an entire day was spent in visiting the Oakland schools. The teachers went in small groups to the various buildings, noting the regular work of the grades, and occasionally were shown some of the special work of the several departments. Superintendent Gordon is profuse in his expressions of appreciation for the kindness of city superintendent McClymonds and the Oakland teachers in giving the visitors every possible assistance and encouragement.

Friday was made especially interesting by a visit to the Union Iron Works. The institute was conducted about the works by Mr. Bishop for an hour or so, and was then taken aboard the "Ohio" for a trip along the water front of San Francisco. The teachers then divided into small parties, and visited the Cliff, the Presidio, the Art Gallery, the Chutes, the Academy of Sciences, and other points of interest in the city.

Superintendent Gordon is exceedingly happy over the results of his efforts. "Our teachers," said he, "were given new stimuli for their work. They have added to their stock of knowledge by receiving new sensations. They understand the relation of their schoolroom work to the great world outside. They have seen the departments of the university, and know that there is much to be gained by a higher education. They not only heard a discussion of pedagogical principles, but saw them applied in the daily work of the Oakland schools. I feel that the Amador schools will be greatly benefited by our visit to Berkeley."

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The Fallbrook Local Institute.

A very successful local institute for teachers and trustees was held at Fallbrook, San Diego County, on March 30, under the auspices of the Falbrook Union High School. The total attendance was 150. President Zenas Freeman, of the high school board, was chosen chairman, and called the institute to order at 10 A. M. After the invocation by Rev. L. D. Lloyd, and a piano solo by Mrs. Hargreaves, Will J. Gould Esq., in an address replete with wit and kindly feeling, extended a cordial welcome to the visiting teachers and school officers. President Freeman and Professor Arthur O. Burke then spoke on "The Fallbrook Union High School," presenting the history, mission, and value of the high school, and its relations to the district schools. President Freeman's account of the growth of the school up to the present time was of great interest and value. "Character Building" called forth excellent papers from Mr. Brubaker, of Temecula, and Miss Florence George, of River. Mr. L. F. Harvey, of De Luz, discussed the question "Should Our Schools be More Practical for the Farmer Boy?" and Isaac J. Frazee pointed out "The Practical and Ethical Value of Nature Study." This was followed by a "Practical Method of Teaching Nature Study," by Miss Keysie Hunter, of Moosa. "History in the Public Schools," by Miss Frances Tucker, and "Study of Child Nature," by Miss Violet E. Tracy, both of West Falbrook, brought the morning session to a close.

During the intermission a most delightful banquet was served by the ladies of Fallbrook.

The afternoon session opened with music by the pupils of the West Fallbrook grammar school. Miss Frances B. Wolfenbarger spoke interestingly on "English in Grammar Schools." Rev. L. D. Lloyd and Miss Ida M. Ladd held opposite views on "The Bible in the Public School," but both speakers presented some good thoughts. County Superintendent Hugh J. Baldwin then addressed the institute on "Formative Influences." This proved to be one of the most helpful and inspiring papers of the day. Superintendent Baldwin possesses the happy faculty of combining in right proportions the practical with the theoretical. He is making a good record as superintendent. Mr. Henderson, of Temecula, spoke on "Methods in Geography," and a "Question Box" was conducted by Superintendent Baldwin, after which the institute adjourned.

Various choice musical numbers were interspersed thruout the program, the vocal solos of Mrs. Wheelock, Miss Violet E. Tracy and Mr. Arthur Walker, and the piano solo of Mrs. Hargreaves being especially meritorious. The institute was marked by great earnestness and sociability. It was the general opinion that this was the best local institute ever held in San Diego County.

The following resolutions were adopted:

Resolved, That the teachers and trustees of northwestern San Diego County extend our hearty thanks to all who have contributed to the success of the Fallbrook local institute, especially to Mr. Will J. Gould, chairman of the executive committee, and his colleagues, Professor Arthur O. Burke and Mrs. Laura N. Scott; to County Superintendent Hugh J. Baldwin, whose presence and scholarly address added so much to the value of the institute; to the ladies of Fallbrook for their splendid hospitality, and to those who provided the musical portion of the program.

Resolved. That the secretary be instructed to forward a copy of these resolutions to the "Fallbrook Observer" and to the WESTERN JOURNAL OF EDUCATION, for publication

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Riverside County Institute.

The Riverside Institute, held last month, was as enthusiastic and inspiring as one could wish. It continued for five days, and drew its instructors from far-off San Francisco and the Bay. D. R. Angsburg spoke on drawing; his map drawing and color work were especially welcomed. Professor F. B. Dresslar was caught in a train wreck and only had time enough left to fill one period; in that, he made a splendid hit by his talk on geography, urging the use of shipping bills and cargoes of goods in making a real, live study of geography. This was eagerly absorbed by all the teachers, and is being used by many of them today in their schools. Superintendent Frank Browne, of Washington, spoke on history and the philosophy of Shakespeare. He was unfortunate enough to be overtaken with tonsilitis in the midst of his work—a troublesome companion for a public speaker—but his generous zeal

and his skill as a story teller were greatly appreciated. Professor Cubberley gave a series of talks on various matters pertaining to public education, so helpful, so enthusiastic, so elevating in tone, that every one went away the better for his work.

One day was trustee day, when school officers, parents and teachers were addressed by Dr. Jordan. He drove home the idea of no politics in the schools.

Two evening receptions were given the teachers; and there was an evening lecture by Dr. Jordan at the opera house.

A new departure was made this year by not having any printed program. Every number came as a surprise to the audience; and as Superintendent Hyatt has a faculty of doing things in an interesting and original way, it made a most striking and picturesque institute, keeping up its interest to the very close. One of the salient features were the lively discussions by the local teachers of "How a Superintendent Should Visit a School," and "What Should be Done With Trash in School Libraries?" Another lively scene was when Superintendent Hyatt made a start for bird study by introducing a box of the common birds of Riverside County, prepared by a local ornithologist—the box was immediately and eagerly engaged for more than two years into the future, and it was necessary to prepare at once other similar boxes.

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Marin County Institute.

The annual session of the Marin County Teachers' Institute was commenced in the high school building at San Rafael, Monday, March 25, and was in session four days. At roll call every teacher in the county responded except one lady who sent a telegram announcing her inability to be present. The institute was organized with the following officers: President, Robert Furlong; vice presidents, James B. Davidson and R. H. Van Horn; secretary, Miss E. Boyd; assistant secretary, Miss Emily F. Lindsay; committee on resolutions—F. W. Wright, J. T. Seaman, Miss A. A. Gates, Miss E. L. Whitney and Miss L. R. Brotherton; committee on professional reading—J. B. Davidson, F. W. Wright, Mrs. M. E. Jacobs, F. J. Gundy, S. P. Wagner, Miss E. Louise Smythe and R. H. Van Horn. The following instructors and lecturers were on the program: Hon. Thos. J. Kirk, Superintendent of Public Instruction: Mrs. Jennie L. Brothers, Supervisor of Drawing; President Frederic L. Burk, San Francisco State Normal School; Miss M. E. Schallenberger, San Francisco State Normal School; Milton L. Lawrence, San Jose, Cal., Supervisor of Music; T. L. Heaton, Berkeley, Cal., U. C. Department of Pedagogy; Dr. F. B. Dresslar, U. C. Department of Pedagogy.

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Birdies is very prettily illustrated by Bertha L. Corbett, the artist of Sunbonnet Babies; the author is IDA S. ELSON, of Philadelphia, formerly a prominent Kindergartner of Bethlehem, Pa. Prices: Cloth, 104 pp., 30c; Boards, 104 pp., 25c. Special prices for class use.

A real gem. Teachers fall in love with it and pupils want to read it through as soon as they begin it. appropriate for School and Home. It is the story of the experience of Delma and Harold who went to their grandfather's to spend the summer studying and observing the birds. Contents are:

BIRDS AT THEIR TRADES: Mason—Swallow, Basket-maker—Crimsonfish, Weaver—Oriole. Fuller—Goldfinch, Carpenter—Woodpecker, Tailor—Tailorbird.

BIRDS AND THEIR SONGS: In the Garden—Robin, in the Wood—Thrush, in the Field—Bluebird, in the Sky—Lark, in the Home—Canary, in the Grove—Mockingbird.

BIRDS ON THE WING: Hummingbird.

THE BIRDIES' FAREWELL: Jack Sparrow and Jenny Wren, Good-Bye.

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CONTENTS—The Creatures of the Sea. A Group of Rock-Lovers. The Sea (Poetry). Eastern Oysters. The Soft-Shelled Clam. Snails and Slugs. Abalones, or Sea Ears. The Story of a Pecten. Mussels. The Sea-Shell's Answer (Poetry). Fresh Water Mollusks. A Group of Sand Dwellers. A Walk Along the Shore. A Few More Mollusks. Other Creatures of the Sea. Some Creeping Things. Another Seaside Talk. Sea-worms, Sea-weeds, and Other Sea-Things. The Crabs' Tea Party (Poetry). Some Other Little Sea-Creatures. How Sea-Birds Keep House. Song of the Sea-Birds (Poetry). Seals and Sea-Lions A Water Telescope. A Harvest of the Sea. How to Collect and Preserve Specimens.

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Public Schools in the Philippines*.

An Act Establishing a Department of Public Instruction in the Philippine Islands.

SECTION 1. A Department of Public Instruction for the Philippine Islands is hereby established, the central office of which shall be in the city of Manila All primary instruction in the schools established or maintained under this act shall be free.

SEC. 2. All schools heretofore established in the Philippine Islands, under the auspices of the Military Government, are hereby declared to be in the Department of Public Instruction established by section one and are made subject to the control of the officers of this department.

SEC. 3. The chief officer of this department shall be denominated the General Superintendent of Public Instruction and shall be appointed by the Commission. His annual salary shall be six thousand dollars ($6,000). He shall have the following powers and duties, to be exercised and discharged under the general supervision of the Military Governor:

(*a*) He shall establish schools in every pueblo in the Archipelago, where practicable, and shall reorganize those already established, where such reorganization is necessary.

(*b*) He shall appoint, in accordance with Act No. 25, enacted October 17, 1900, a City Superintendent of Schools for Manila, and Division Superintendents of Schools for other parts of the Archipelago, and the teachers and clerks authorized by law, and shall prescribe the duties of such teachers and clerks.

(*c*) He shall fix the salaries of the division superintendents and teachers within the limits established by law.

(*d*) He shall fix a curriculum for primary, secondary and other public schools and shall decide in what towns secondary schools shall be established.

(*e*) He shall divide the Archipelago into school divisions, not more than ten (10) in number, and shall fix the boundaries thereof, with power to

* The interest in the administration of schools in the Philippines is so great that the Act establishing a department of education is printed in full.

change the same when necessary, but the city of Manila and its barrios shall constitute one of such school divisions.

(*f*) He shall prescribe the authority to be exercised by the Principal Teacher of each school over the other teachers, if any, and his duties in caring for the schoolhouse and school property.

(*g*) He shall prescribe plans for the construction of schoolhouses to be built by the municipalities, the amount of land required in each case, and rules of hygiene which shall be observed in connection with the schools of the Archipelago.

(*h*) He shall make contracts for the purchase of school supplies authorized by law, and, whenever practicable, he shall invite bids by public advertisement and shall award the contract to the lowest responsible bidder.

(*i*) He shall have power to determine the towns in which English teachers, to be paid out of the Insular Treasury, shall teach. He may exercise this discretion in favor of those towns showing their loyalty to the United States by their peaceful condition, and in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions.

(*j*) In case of a vacancy in the office of a division superintendent or that of the Superintendent of Manila, he shall discharge all the duties of such position during the vacancy, or may make a temporary appointment to fill the same.

(*k*) He shall examine and pass upon all requisitions made for funds by division superintendents and forward them, with his recommendation, to the Chief Executive for submission to the Commission.

(*l*) On or before January first and July first of each year, he shall make a report of his administration for the previous six months to the Military Governor and to the Commission, and such special reports as may from time to time be called for by either. In the regular semi-annual reports, it shall be the duty of the Superintendent to recommend changes in the school law which he deems expedient.

(*m*) He shall exercise general supervision over the entire department, and shall prepare and promulgate rules for the examination and determination of the qualifications of applicants for positions of division superintendents and teachers, and for the guidance of the officers and teachers of the department, adapted to carry out this law and not inconsistent with its provisions.

SEC. 4. There shall be a superior advisory board of education composed of the General Superintendent and four members to be appointed by the Commission. It shall be the duty of the Board to hold regular meetings once in two months, on a day to be fixed by resolution of the Board, and such special meetings as shall be called by the General Superintendent. The General Superintendent shall act as President of the Board and keep minutes of its proceedings. It shall be the duty of the Board to assist the General Superintendent by advice and information concerning the educational needs and condition of the Islands; to make such investigations as

the General Superintendent may desire and to make recommendations to the Commissioner from time to time as to needed amendments to the law. Each of the four members of the Board, appointed by virtue of this section, shall receive as commensation ten dollars for each regular or special meeting which he shall attend. Any member of the Board who is a non-resident of Manila shall be paid his actual and necessary expenses for travel from his residence to Manila and his return and hotel expenses. Requisitions for the amount required to pay such compensation and expenses shall be made by the General Superintendent. The terms of office of the members of such Board appointed under this section shall be for three years or until their successors are appointed and qualified.

SEC. 5. There shall be a City Superintendent of Schools in the city of Manila who shall receive an annual salary of three thousand dollars ($3,000).

SEC. 6. In each school division established by the General Superintendent of Public Instruction, there shall be a Division Superintendent who shall receive an annual salary of not less than two thousand dollars ($2,000) and not more than twenty-five hundred ($2,500).

SEC. 7. The actual expenses of the General Superintendent and the Division Superintendents while traveling or absent from their usual places of residence on official business shall be paid out of the Insular Treasury.

SEC. 8. Except where otherwise provided, provisions of this act describing the duties and powers of division superintendents shall apply to the City Superintendent for Manilla.

SEC. 9. Each division superintendent shall, subject to rules prescribed by the General Superintendent, under section 3 (*m*), appoint the native school teachers to serve in the schools within his district and shall fix their salaries from year to year within the limits prescribed by law. He shall examine the schoolhouses occupied for public instruction within his division with a view to determining their suitableness and hygienic condition. Should the schoolhouse in which any school is conducted appear to the Division Superintendent to be unsuitable and dangerous for the health of the children, and should no other schoolhouse be available, he shall have power, subject to the approval of the General Superintendent, to discontinue such school, and it shall be unlawful thereafter to use the schoolhouse thus condemned for public school purposes. He shall pass upon and accept or reject or modify the plans for any new schoolhouse, proposed by the local authorities to be erected, and for the proposed sight thereof, and shall make report of his action thereon to the General Superintendent of Public Instruction. If the local authorities or the local school board shall be dissatisfied with the decision of the Division Superintendent as to the suitableness of the plans or site of the proposed schoolhouse, they may appeal to the General Superintendent, whose decision shall be final. He shall make careful investigations into the agricultural conditions existing in his division and shall make reports thereon to the General Superintendent of Public Instruction, with a view to aiding the General Superintendent in making recommendations as to the places and number of the agricultural schools hereafter to be estab-

lished. He shall see to it by personal visits and by requiring reports from the principal teachers of each school that the curriculum for primary and secondary schools prescribed by the General Superintendent of Public Instruction is complied with. He shall make himself familiar with the supplies and text-books needed in each school in his division, and shall make report of the same at as early a date as possible, in order that they may be contracted for and furnished by the General Superintendent. He shall appoint one half of the local school board in each pueblo in his division, as provided in section 10. He shall have and maintain his residence and an office in one of the large towns in his division, from which all the pueblos in his district can be most conveuiently reached.

SEC. 10. There shall be established in each municipality organized under any General Order of the Military Governor or under such municipal code as may be hereafter enacted, a local school board, consisting of four or six members, as the Division Superintendent may determine, in addition to the President or Alcalde of the Municipality, who shall be a member ex-officio. One half of the members, except the member ex-officio, shall be elected by the Municipal Council, and the remaining half shall be appointed by the Division Superintendent, and the term of office of all members, holding by appointment or election, shall be two years and until their successors shall have been duly elected or appointed.

SEC. 11. The appointed or elected members of the local school board may, after due notice and hearing, be removed at any time by the Division Superintendent, subject to the approval of the General Superintendent of Public Instruction, who shall have power to suspend such membors temporarily.

SEC. 12. It shall be the power and duty of the local school board :—

(*a*) To visit from time to time the schools of the pueblo and to report bi-monthly to the Division Superintendent their condition and the attendance of pupils;

(*b*) To recommend sites and plaus to the Municipal Council for school houses to be erected;

(*c*) Where there are two or more schools in the pueblo, to adopt rules, subject to the supervision of the Division Superintendent, for assigning the pupils of the pueblo to the several schools;

(*d*) To report annually to the Municipal Council the amount of money which should be raised for the current year by local taxation for school purposes;

(*e*) To report, whenever it shall deem necessary, directly to the General Superintendent as to the condition of the schools of the pueblo and to make suggestions in respect thereto as may seem to it expedient.

SEC. 13. Every pueblo shall constitute a school district and it shall be the duty of the Municipal Council thereof to make as ample provision as possible by local taxation for the support of all the schools established within its jurisdiction. In exceptional cases, where the topography of the country or the difficulty of communication between parts of the same pueblo

require it, the Division Superintendent may attach a part of one pueblo to the school district of another and shall, in such case, fix the amount which it will be just for the Municipal Council of the former to contribute to the annual school expense of the latter.

SEC. 14. The English language shall, as soon as practicable, be made the basis of all public school instruction, and soldiers may be detailed as instructors until such time as they may be replaced by trained teachers.

SEC. 15. Authority is hereby given to the General Superintendent of Public Instruction to obtain from the United States one thousand trained teachers at monthly salaries of not less than seventy-five dollars ($75) and not more than one hundred and twenty-five dollars ($125.00), the exact salary of each teacher to be fixed by the General Superintendent of Public Instruction in accordance with the efficiency of the teacher in question and the importance of the position held. The necessary traveling expenses of such teachers from their places of residence to Manila shall be paid by the government.

SEC. 16. No teacher or other person shall teach or criticise the doctrines of any church, religious sect or denomination, or shall attempt to influence the pupils for or against any church or religious sect in any public school established under this act. If any teacher shall intentionally violate this section, he or she shall, after due hearing, be dismissed from the public service.

Provided, however, that it shall be lawful for the priest or minister of any church established in the pueblo where a public school is situated, either in person or by a designated teacher of religion, to teach religion for one half an hour three times a week in the school building to those public school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the Principal Teacher of the school, to be forwarded to the Division Superintendent, who shall fix the hours and rooms for such teaching. But no public school teacher shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyality to the United States, or of discouraging the attendance of pupils at such public school, of creating a disturbance of public order, or of interfering with the discipline of the school, the Division Superintendent, subject to the approval of the General Superintendent of Public Instruction, may, after due investigation and hearing, forbid such offending priest, minister or religious teacher from entering the public school building thereafter.

SEC. 17. There shall be established and maintained in the city of Manila a Normal School for the education of natives of the islands in the science of teaching. The rules and plan for the organization and conduct of such school and the qualifications of pupils entering the same, shall be determined by the General Superintendent of Public Instruction.

SEC. 18. There shall be established and maintained in the city of Manila a Trade School for the instruction of natives of the islands in the useful trades. The powers and duties of the General Superintendent in respect to this school shall be the same as those provided in the section in respect to the Normal School.

SEC. 19. There shall be established and maintained a School of Agriculture in the island of Negros. The Superior Advisory School Board shall recommend to the Commission for final determination a proper site for such school. The powers and duties of the General Superintendent in respect to this school shall be the same as those provided in the section concerning the Normal School.

SEC. 20. The General Superintendent of Public Instruction is authorized and directed, under the supervision of the Military Governor, to procure the making of plans and estimates for the creation of such school buildings as he may deem necessary and practicable at the present time, including a building or buildings for the Normal School in Manila and a building or buildings for a Trade School directed to be established in sections 17 and 18 hereof. The estimated cost of such buildings and their proper equipment shall not exceed four hundred thousand dollars $400,000). Such plans and estimates shall be submitted to the Commission.

SEC. 21. The General Superintendent of Public Instruction is directed to prepare and submit to the Commission thru the Military Governer a statement showing the text-books and other supplies which will be needed for the year 1901, the estimated cost of which shall not exceed the sum of two hundred and twenty thousand dollars ($220,000).

SEC. 22. The sum of twenty-five thousand dollars ($25,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the Insular Treasury not otherwise appropriated, for the organization and maintenance of the Normal School in Manila for the year 1901.

SEC. 23. The sum of fifteen thousand dollars ($15,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the Insular Treasury not otherwise appropriated, for the organization and maintenance of the Trade School in Manila for the year 1901.

SEC. 24. The sum of fifteen thousand dollars ($15,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the Insular Treasury not otherwise appropriated, for the organization and maintenance of the School of Agriculture for the year 1901.

SEC. 25. Nothing in this act shall be construed in any way to forbid, impede, or obstruct the establishment and maintenance of private schools.

SEC. 26. Whenever sums of money are mentioned in this act, they shall be understood to be money of the United States.

SEC. 27. This act shall take effect on its passage.

Enacted, January 21, 1901.

School Difficulties and a Proposed Remedy.

BY MISS ANNA C. WEEKS,
Principal of the Sacramento Grammar School.

1. CRITICS AND CRITICISM.—Probably none of our citizens realize more fully than do the teachers of our land, the great difference between the attainments and development of the ideal public school graduate, and the actual condition of the youth who leaves Grammar or High School to become a struggling atom in the great mass of humanity that strives, often so fiercely and so blindly, for the accomplishment of some result pathetically out of proportion to the force expended in its achievement. On the other hand, no others know so well how much has really been done for that pupil during the period of his connection with our schools, in the face of what difficulties he has been helped and trained, how many obstacles he and his teachers have together removed from his path, and how unnecessarily both have often been harassed and handicapped.

Perhaps this second aspect of the case is the one that is apt to present itself to our minds when we hear adverse criticism from the many people who consider it their duty and privilege to keep us humble and lowly-minded. Perhaps, also, we are moved to wrath and the use of vigorous language when we have forced upon our notice the fact that the harshest critics of methods and results are those who possess the minimum amount of accurate information concerning either.

If friends are very dear to us, we may be perfectly conscious of their shortcomings; we may deplore them deeply; we may possibly acknowledge their existence to some one whose affection equals our own, and whose power to help may be greater; but we bitterly resent the attitude of those who, knowing and caring nothing about those friends, their trials or their temptations, rejoice in making public their faults and their failures. At such moments all memory of the faults fades from our own minds, and we are ready to do battle with all the world, should the world fail to agree with us. Perhaps this is not far from the position of those who are closely identified with the schools. We are not blind, and we do not mean to be unreasonable, but we are extremely human, and we belong to the schools and the pupils, as they belong to us. They are our own, and we stand ready to defend them against open enemies or lukewarm friends. Could we always feel assured that we were talking to those who so desire the real success of our school system, and of our boys and girls, as to be willing to make some sacrifice of time and thought and money, we should frequently be glad to speak to them of existing defects, and ask of them their counsel and their assistance To such earnest men and women these words are addressed.

2. PARENTS' RESPONSIBILITY.— The schools are founded and maintained for the proper development of the child — for the cultivation of every side of his many-sided nature. He should be trained so that he may go forth from our hands the ideal citizen, strong of muscle, active of brain, true of heart — brave, and intelligent, and compassionate. It is a noble aim, and we labor strenuously to make the fair vision a reality; but sometimes when our failures reveal themselves to our saddened eyes where we vain would gaze upon the glory of happy youth and useful manhood or womanhood, with sinking hearts we judge ourselves more severely than could the harshest of our critics. We need then no words from other lips to keep us from undue self-satisfaction, for in the recollection of our own mistakes we find the misery of our Valley of Humiliation.

And yet there is another side. It is right that we should recognize and accept our responsibility. We have no wish to escape it; but, after all, is it not a joint responsibility, and should we attempt to bear so much of it alone? Is it fair that a handful of teachers should reproach themselves and be blamed by

others for not accomplishing what no power on earth could accomplish in its entirety with the means at our command? How many parents, if they are honest with themselves, feel that even with two or three children they sometimes fail to sound the depths of the several natures — fail to determine by what means they will best attain a given end — fail to develop all that is best and to repress every evil tendency? May I not put the case more strongly? Does not the nature of one small child often perplex the most earnest father and mother, to say nothing about an advisory board of grandparents, uncles and aunts? And yet a parent can deal with his children in the light of what he knows of his own nature reproduced in them, and he has them in his own care thru several of their most impressionable years; while we must often work in the dark, and after home training (or in some sad cases, a woeful lack of it) has set its seal upon many undesirable hereditary traits.

A realization of any child's complexity of nature, and a full comprehension of what is demanded of schools and teachers will, when considered in connection with one prevailing condition, explain the existence of much that is unsatisfactory both to teachers and to the public. The former can only suggest and hope for a remedy. The latter can apply one if they will.

3. The Work Required.— We are told, and we believe, that instruction in the subjects named in any course of study is but a small part of the benefit that a pupil should derive from his second experience, and yet those subjects are sufficiently numerous to require much time for their presentation. In our higher grammar classes, at a definite time which is allotted to each, systematic instruction is given in composition, grammar, arithmetic, spelling, history, physiology, civil government, reading, declamation, music, drawing, penmanship, and physical culture. In the lower grades two or three of these subjects are omitted, but as the children are younger and more helpless, the task does not lose quite all its difficulties, even there, as the teachers of the primary schools will testify. Each branch is to be carefully taught, and all over the country there is an increasing demand for such individual teaching as will enable a pupil to be promoted at any time during a term, without reference to the advancement of his companions. But over and above all this, the lofty aim of the ideal school is placed before us, and we accept it as our own. We believe that the child himself should be studied — that we should know him well enough to enter into his feelings, and promote his mental and moral growth. The regular school-day consists of about four hours and forty minutes. In this short period, instruction and explanations are to be given, lessons are to be recited; and, should the "Home Study Bill" become a law, all studying is to be done. Besides all this, some good literature is read to the pupils, and some general information concerning current events is worked in as opportunity offers.

4. The Best Work Impossible.—Our courage is great. We struggle bravely with the difficulties of the situation. We might succeed fairly well, were it not for the one condition which has been alluded to. One teacher is to accomplish all this with forty, or fifty, and, in some cases, sixty or seventy children. That one fact makes everything but the presentation of certain studies an absolute impossibility. A skillful teacher can give, indifferently well, a certain amount of instruction to even fifty or sixty pupils, but an angel from heaven could not develop and train, and understand, and sympathize with, and teach, and study with them all, or with more than a very small proportion of the number. It is a safe assertion that in any large class a teacher knows little about the nature or feelings of more than a third of those committed to her charge. When the rest leave the class at the close of a year, they are virtually strangers to their instructor. We become acquainted with a few thru their exceptional brightness or attractiveness. We learn to know a few others because they compel our attention. Every teacher realizes that many friendships affording some of the most genuine pleasure of a busy and anxious life originated in the understanding of

motives and character that would forever have remained unrevealed, had not their possessor been temporarily a transgressor of the law. Thru real acquaintance comes an opportunity to give real help and encouragement. But the average pupil has a right to as large a share of thought and interest as his very bright or very restless companion, but he fails to receive it, and is so far defrauded.

Even if by some miracle we could know the children better, and understand their needs more fully, what could we do individually for so many? If even the Great Teacher felt virtue go out of Him when He gave of His strength to heal one of the afflicted, how can we, with all our limitations, give genuine sympathy and needed assistance to the multitudes whom we long to help? When we truly understand something of a child's difficulties, of the peculiarities of his disposition, or the unpleasantness of his environment, his case cannot be dismissed with a word. He must be thought about and worked for; but thinking and working are exhausting, and any failure in our strength reacts on the children.

5. The Remedy.—The whole line of thought forms a circle, and we come back to the starting point. No person should be allowed to teach more than thirty pupils, and twenty-five would be better.

With that number, considerable studying could be done at school under the direction of the teacher, and the home study, which sometimes requires parents to remember that they have children, when they vain would be simply society leaders or club and lodge members, might lose its terrors. Personally, I should regret to see the habit of earnest study at home become one of the lost arts. With a different and less-pitying attitude on the part of many parents, the recollection of quiet, studious hours in the shelter of home would be among the most cherished memories of a child's after-life. Such hours are certainly less nerve-scattering than the dancing parties, card clubs, fraternities, theaters, street corners, and street companions, which make home reading, home study, or anything that savors of home life, a tiresome interruption to the pursuit of pleasure. Still, excessive home study is undesirable, and with large classes it is difficult to avoid it; for work must be done, and even if time could be found, studying in crowds has never yet proved practicable, except in the case of a few pupils gifted with exceptional powers of concentration.

All over the country are springing up private schools to which not more than a dozen or twenty boys are admitted, with several teachers for even that small number. In our public schools we do not hope to see such a foretaste of the millennium as that, but if the people could believe that their children were daily losing many of the benefits to which they are entitled, a gradual but steady improvement would soon be manifest. The belief would need to be a living one, for fewer pupils to each teacher would mean more schoolhouses and more teachers. Those aids to progress would in their turn mean the increased expenditure of money, and the most superficial observer knows that the only magnet warranted to draw forth an unusual amount of money is intense feeling or some decided personal taste. Most people love their children, and, if they possess any means whatever, will spend freely for dress, for jewelry, for their amusement, or for their relief when the shadow of illness falls upon them. Yet, if a miserable old schoolhouse that is a daily menace to the health, and hindrance to the advancement of its occupants, is to be, in the dim future, replaced by another, a mighty wail goes up from hundreds of well-to do parents, who spend more on their children in one year for the purchase of candy, jewelry, and unsuitable finery, than their increased tax levy would amount to in ten. There is no lack of money when people really desire to use it. It is only our shameful indifference that prevents its proper employment.

If we all truly believed that additional classrooms should be provided every two or three years, until children were no longer taught in masses, small but well-appointed buildings would arise as if by enchantment, for no magician's wand was ever half so potent as the will of the people exerted for the salvation of the

children they love. The lives about us — the well-being of the boys and girls who are dear to us — the great work that can be done for them if the best within them is reached and understood — these things should move us with mighty force, until we are ready to strive, as the true of heart have always striven, to prove our faith by our works.

The day we long for may never gladden us with its noontide brightness. The fair dream may never for us be quite a reality. The most beautiful visions are the ones that forever elude the grasp of our outstretched hands, and shine afar to lead us on from hight to hight. But we may all, by thought and word and deed, hasten the dawning of that better day, striving with all our might to make our unfulfilled hopes the glad realities of the men and women to come.

Neighborhood Co-operation in School Life,— The "Hesperia Movement."

BY KENYON L. BUTTERFIELD

From Review of Reviews.

The gulf between parent and teacher is too common a phenomenon to need exposition. The existence of the chasm is probably due more to carelessness, to the pressure of time, or to indolence than to any more serious delinquencies; yet all will admit the disastrous effects that flow from the fact that there is not the close intellectual and spiritual sympathy that there should be between the school and the home.

Whether or not this failure of teacher and parent to come to a close and perfect measure of sympathetic co-operation is more prevalent or less prevalent in city than in country is not of great importance in this discussion. The purpose of this article is to describe very briefly an attempt which is being made in the state of Michigan to bridge the gulf — to create a common standing-ground for both teacher and parent — and on that basis to carry on an educational campaign that is hoped will result in the many desirable conditions which, *a priori*, might be expected from such a union. At present the movement is confined practically to the rural schools. It consists in the organization of a county "Teachers and Patrons' Association," with a membership of teachers and school patrons, properly officered. Its chief method of work is to hold one or more meetings a year, usually in the country or in small villages, and the program is designed to cover educational questions in such a way as to be of interest and profit to both teachers and farmers.

So far as I discover, this movement is unique; at least, no educator in this State has been able to point me to successful organizations with similar purposes in other States.* But even if such associations do exist elsewhere, there is no question that the movement is indigenous to Michigan,— its founders worked out the scheme on their own initiative, and to this day its promoters have never drawn upon any resources outside the State for suggestion or plan. But if the friends of rural education elsewhere shall be attracted by this method of solving one of the vexed phases of their problem, I hope that, instead of referring to it as "the Michigan plan," they will describe it as "the Hesperia movement." For the movement originated in Hesperia, was developed there, and its success in Hesperia was the reason for its further adoption. Hesperia deserves any renown that may chance to come from the widespread organization of Teachers and Patrons' Associations.

And where is Hesperia? It lies about forty miles north and west of Grand Rapids — a mere dot of a town, a small country village at least twelve or fifteen miles from the railroad. It is on the extreme eastern side of Oceana County, surrounded by fertile farming lands, which have been populated by a class of people who may be taken as a type of progressive, successful, intelligent American farmers. Many of them are of Scotch origin. Partly because of their native energy, partly, perhaps, because their isolation made it necessary to develop their own institutitions, these people believe in and support good schools, the

*FOOTNOTE.— California, under the leadership of ex-State Superintendent Black, held many meetings of parents, trustees, and teachers; Superintendent Kirk has carried on the work; many counties — notably Riverside, San Diego, Solano, Fresno, San Luis Obispo, Ventura, Napa, Yolo, Colusa, Monterey, Kings — have practical organizations for the co-operation of home and school.— THE EDITOR.

organization of the Patrons of Husbandry, commonly known as the Grange, and many progressive movements.

For several years there had existed in Oceana County the usual county teachers' association. But, because Hesperia was so far from the center of the county, and because it was not easily accessible, the teachers who taught school in the vicinity could rarely secure a meeting of the association at Hesperia; and in turn they found it difficult to attend the meetings held in the western part of the county. A few years ago it chanced that this group of teachers was composed of especially bright, energetic, and original young men and women. They determined to have an association of their own. It occurred to some one that it would add strength to their organization if the farmers were asked to meet with them. The idea seemed to "take," and the meetings became quite popular. This was during the winter of 1885–86. Special credit for this early venture belongs to Mr. E. L. Brooks, still of Hesperia and an ex-president of the present association, and to Dr. O. N. Sowers, of Benton Harbor, Mich., who was one of the teachers during the winter named, and who was elected secretary of the Board of School Examiners in 1887. Mr. Brooks writes:

"The programs were so arranged that the participants in discussions and in the reading of papers were about equally divided between teachers and patrons. An active interest was awakened from the start. For one thing, it furnished a needed social gathering during the winter for the farmers. The meetings were held on Saturdays, and the schoolhouse favored was usually well filled. The meetings were not held at any one schoolhouse, but were made to circulate among the different schools. These gatherings were so successful that similar societies were organized in other portions of the country."

In 1892, Mr. D. E. McClure, who has since (1896–1900) been Deputy Superintendent of Public Instruction of Michigan, was elected County School Commissioner of Oceana County. Mr. McClure is a man of great enthusiasm and made a most successful commissioner. He conceived the idea that this union of teachers and patrons could be made of the greatest value in stimulating both teachers and farmers to renewed interest in the real welfare of the children, as a means of securing needed reforms. His first effort was to prepare a list of books suitable for pupils in all grades of the rural schools. He also prepared a rural lecture course, as well as a plan for securing libraries for the schools. All these propositions were adopted by a union meeting of teachers and farmers. His next step was to unite the interests of eastern Oceana County and western Newaygo County (Newaygo lying directly east of Oceana), and in 1893 there was organized the "Oceana and Newaygo Counties Joint Grangers and Teachers' Association," the word "Granger" being inserted because of the activity of the Grange in support of the movement. Mr. McClure has pardonable pride in this effort of his, and his own words will best describe the development of the movement:

This association meets Thursday night and continues in session until Saturday night. Some of the best speakers in America have addressed the association. Dr. Arnold Tompkins, in speaking before the association, said it was the greatest association and the only one of its character in the United States.

What was my ideal in organizing such associations?

1. To unite the farmers who pay taxes that support the schools, the home-makers, the teachers, the pupils, into a co-operative work for better rural-school education.

2. To give wholesome entertainment in the rural districts, which from necessity are more or less isolated.

3. To create a taste for good American literature in home and school, and higher ideals of citizenship.

4. Summed up in all, to make the rural schools character-builders, to rid the districts of surroundings which destroy character, such as unkept school-yards, foul, nasty outhouses, poor, unfit teachers. These reforms, you understand, come only thru a healthy educational sentiment which is aroused by a sympathetic co-operation of farm, home, and school.

What results have I been able to discover growing out of this work? Ideals grow so slowly that one cannot measure much progress in six or seven years. We are slaves to conditions, no matter how hard, and we suffer them to exist rather than rouse ourselves and shake them off. The immediate results are better schools, yards, outbuildings, schoolrooms, teachers, literature for rural people to read.

Many a father and mother whose lives have been broken upon the wheel of labor have heard some of America's orators, have read some of the world's best books, because of this movement, and their lives have been made happier, more influential, more hopeful.

More than eight thousand people have been inspired, made better, at the Hesperia meetings.

Mr. McClure not only revived and extended the movement in his own bailiwick, but the success of the idea as carried out at Hesperia, together with Mr. McClure's ardent advocacy of similar work in other communities, has resulted in the extension of the plan to several other counties. Mr. McClure is a member of the Grange, and he has usually found the members of that organization quite ready to take the lead, from the farmers' side, in the union work. The counties of Kent, Washtenaw, Berrien, Mecosta, Montcalm, Lenawee, Clinton, and Eaton have taken steps more or less well organized along the lines suggested.

It remains to describe the work of the Kent County association (Kent is the county in which the city of Grand Rapids is situated), for at present that association is thoroly organized and has been signally successful in arousing interest in all parts of the county. Besides, it made a departure from the Oceana-Newaygo plan which must be considered advantageous for most counties. The Hesperia meeting is an annual affair, with big crowds and abundant enthusiasm. The Kent County association is itinerant, and holds several meetings during the year. It was organized in 1897. The membership includes teachers, school officers, farmers generally, and even pupils. An attempt has been made to hold monthly meetings during the school year, but for various reasons only five or six meetings are held. The meetings usually occur in some Grange hall, the Grange furnishing entertainment for the guests. There are usually three sessions—Friday evening and Saturday forenoon and afternoon. The average attendance has been nearly five hundred, about one-tenth being teachers; many teachers as well as farmers go considerable distances to attend. There are more invitations from Granges than the association can accept.

So far, the Kent County association has not imposed any fees upon its members, the Teachers' Institute fund of the county being sufficient to provide for the cost of lectures at the association meetings. Permission for this use of the fund was obtained from the State Superintendent of Public Instruction. Some counties have a membership fee; at Hesperia, the fee is 50 cents, and a membership ticket entitles its holder to a reserved seat at all sessions. The Kent County association also suggests a reading course for its members.

The success of the work in Kent County is due to several factors. Mr. G. T. Chapel, the County School Commissioner, is in very close touch with the farmers. The Grange is strong in the county. The energetic Lecturer of the State Grange, Mrs F. D. Saunders, lives in Kent County, and in addition to being a well-known Grange worker, was formerly an efficient teacher. So, in this county, the educators and the farmers and their leaders are in especially close sympathy. And right there is the vital element of success in this work. The initiative must be taken by the educators, but the plan must be thoroly democratic, and teacher and farmer must be equally recognized in all particulars. The results of the work in Kent County are thus summarized by Commissioner Chapel:

"To teachers, the series of meetings is a series of mid-year institutes. Every argument in favor of institutes applies with all its force to these associations. To farmers, they afford a near-by lecture course, accessible to all members of the family, and of as high grade as those maintained in the larger villages. To the schools the value is in the general sentiment and interest awakened. The final vote on any proposed school improvement is taken at the annual school meeting, and the prevailing sentiment in the neighborhood has everything to do with this vote. And not only this, but the general interest of patrons may help and cheer both teacher and pupils thruout the year. On the other hand, indifference and neglect may freeze the life out of the most promising school. There is no estimating the value to the schools in this respect."

The Kent County association has a very simple constitution. It is appended here for the benefit of any who may desire to begin this beneficient work of endeavoring to draw more closely together rural schools and country homes.

ARTICLE I.—NAME.

This association shall be known as "The Kent County Teachers and Patrons' Association."

ARTICLE II.—MEMBERSHIP.

Any person may become a member of this association by assenting to this constitution and paying the required membership fee.

ARTICLE III.—OBJECTS.

The object of this association shall be the promotion of better educational facilities in all ways and the encouragement of social and intellectual culture among its members.

ARTICLE IV.—MEETINGS.

At least five meetings of the association shall be held each year, during the months of October, November, January, February, and March, the dates and places of meetings to be de-

termined and announced by the executive committee. Special meetings may be called at the election of the executive committee.

ARTICLE V.—OFFICERS.

SECTION 1. The officers of the association shall be a president, a vice-president, a secretary, a treasurer, and an executive committee composed of five members to be appointed by the president.

SEC. 2. The election of officers shall occur at the regular meeting of the association in the month of October.

SEC. 3. The duties of each officer shall be such as parliamentary usage assigns, respectively, according to Cushing's Manual.

SEC. 4. It shall be the duty of the executive committee to arrange a schedule of meetings and to provide suitable lecturers and instructors for the same on or before the first day of September of each year. It shall be the further duty of this committee to devise means to defray the expenses incurred for lecturers and instructors. All meetings shall be public, and no charge for admission shall be made, except by order of the executive committee.

ARTICLE VI.—COURSE OF READING.

SECTION 1. The executive committee may also recommend a course of reading to be pursued by members, and it shall be their duty to make such other recommendations from time to time as shall have for their object the more effective carrying out of the purposes of the association.

Whether the Oceana County plan of a set annual meeting or the Kent County plan of numerous itinerant meetings is the better one depends much on the situation. It is not improbable that itinerant meetings, with an annual "round-up" meeting of the popular type as the great event of the school year, would be very satisfactory. Ingenuity and circumstances will suggest many combinations of the two plans and many departments from both plans. It has already been suggested that township organizations be formed; or, at least, that township meetings be regularly held in addition to the county meetings.

This work of uniting more closely the interests, sympathies, and intelligence of the teachers and patrons of the rural school has had a test in Michigan of sufficient length to prove that it is a practicable scheme. No one questions the desirability of the ends it is prepared to compass, and experience in Michigan shows not only that where the educators have sufficient enterprise, tact, enthusiasm, and persistence the necessary organizations can be perfected, but that substantial results follow. For the sake of better rural schools, then, it is sincerely to be hoped that the "Hesperia movement" may find expression in numerous Teachers and Patrons' Associations in at least the great agricultural States.

Points to the Americans.

From the Chicago Record-Herald.

London — Certain educational reformers propose to take school children about the country on tours of sightseeing and investigation, for the purpose of stimulating their minds and awakening their higher emotions. Experiments made by some enthusiasts show that children taken on such tours develop remarkable powers of observation. Stanhope Sprigg, the founder of the Windsor Magazine and a prominent literary authority in London, said:

"Any sound scheme exciting the minds and arousing the emotional natures of our children should be heartily encouraged. I believe in pulling youngsters out of the old ruts and setting them in free, fresh pastures, lest they grow up lacking in force, originality and picturesqueness. Unfortunately at present we are experiencing a literary lacuna. We have a few young writers of much promise. We look in vain for those fine, artistic touches so common among American writers. I think the transatlantic writers must discover their peculiar quality of mind in the air they breathe and in the external aspects of nature about them. Their impressionism and their sense of the dramatic are most striking and felicitous.

"English newspapers keep too strictly to bald facts. They laboriously record dull proceedings and exact dimentions. They ruthlessly censorize impressionism and generally hold style in contempt. We can get away from this slavery to the obvious and the concrete only by changing the fundamental character of the national intellect. Therefore I wish to see the breaking up of century-old incrustations which shackle the mind of British youth."

The Negative Side of Modern Athletics.

By Prof. Arlo Bates in the May Forum.

The intellectual standards of any civilized land are obviously the measure of its permanent advance. They are established, not by the many, but by the few; and the few, leaders of the higher thought, have a right to claim from a university its best support and co-operation. The university which simply fits men for utilitarian ends is false to its best uses; and still more is it unworthy if is instil or foster material or degraded views of life. The university has a duty to the nation which is not less than that which it owes to the individual student. Personally, I find it impossible not to feel that the prominence given at American universities and schools to athletics is a menace to their influence for good to the public or students. The intellectual ideal may not have been abandoned or degraded; it most certainly has been obscured.

The effect upon the universities which has been brought about by modern athletics is more grave, because more far-reaching, than any immediate effect upon individuals. The well-being of the student is a serious matter, but it is, after all, of less real consequence than any vital deterioration in the character of institutions of learning. One cause cannot be entirely disentangled from another in considering the modifications which come about in complicated modern social conditions; but it is not impossible to distinguish at least the tendency of the present exaltation of sport. Social prominence in colleges today is so largely dependent upon physical prowess that whatever power scholarship should have in this direction has been much discredited. The institutions which are nominally the conservators of the intellectual ideals of the nation introduce students into a society where intellectual distinctions have sunk into a secondary place. Instead of being four years in an atmosphere of learning and of mind, the youth is during his college course constantly impressed thru his surroundings with the idea that success is to be won rather by the body than by the mind; that popularity is of more effect than culture; and that learning may be disregarded for more showy and ephemeral accomplishments.

This unfortunate condition of things is more firmly established by the class of students attracted to college by the fame of athletic victories. The day that a university receives a single student who has been brought there by its record in the field it weakens its intellectual standing; and today it is difficult not to feel that not only have our leading universities taken in many such men, but that they have deliberately counted upon this means of increasing their number. In so far as a college is not responsible for such students, it suffers a misfortune in their coming; in so far as the college, directly or indirectly, is responsible, it has been false to the principles on which institutions of learning are founded; it has been guilty of sacrificing to present and fallacious appearances of prosperity its real and lasting efficiency.

Recollections of Funston by One of His Old Teachers.

From "Funston: A Kansas Product," by James H. Canfield, in the Review of Reviews for May.

During the two years of his stay, Funston did very creditable work in mathematics, botany, chemistry, Greek and Roman history, Shakespeare, German, American history, and economics. The last two subjects he carried in my department, and under my personal instruction. I will recall him in the classroom — attentive, alert, always ready to take part in a discussion, but not over-talkative; with a keen sense of humor and with no little wit; apparently mastering with ease fundamental principles, tho not always careful as to details in application; with rare good sense, holding tenaciously to his own opinion — and I always thought because he had formed it carefully — but always amenable to reason. It was entirely evident at first that he regarded my instruction with considerable distrust, and was exceedingly slow and wary in making admissions which might lead to conclusions which he was not ready to accept. However, his intense interest in both subjects, and the ease and informality of the lecture-room (the freest discussions were always permitted and welcomed), soon brought us into closer and more friendly relations; and while I may not speak for him, I may add for myself that my confidence in him and in his ultimate success has never wavered, and my interest in him has been continuous from that day to this.

Primary Arithmetic.

A. McLANAHAN.

One of the greatest difficulties I find in teaching primary arithmetic, arises from the character of the work laid out by the County Board of Education. The course of study assigns the first seventy-nine pages of the California State Series Number Book to the second grade, and the remainder of the book to the third grade.

This book is made up largely of such examples as the following:

$$9-3+2-1=(?)+2$$
$$3+5-1-4=(?)-6$$
$$14-3-7\div 2=12\div$$
$$16-1-1-10=(?)\times 2$$

It is almost impossible for the second grade children to understand what they are to do when they have counted to the equals sign. Even for the third grade children it is difficult. I have used the device of the pair of scales, found in an educational journal, and it is a great help in such examples as the first two, but is of little use in such as the last two.

It seems to me that the time in these two grades would be much better spent in learning to add rapidly and accurately simple examples of one and two columns, in simple subtraction and multiplication work, and in learning to count money and do simple business examples.

The child's mind is incapable of abstract reasoning. The author of the California State Series Number Book overlooked that very important fact, but boards of education indorse it, nevertheless.

Friday Afternoon.

MATTIE A. SCOTT, CAMPBELL, CAL.

The regular work of the school should be hard, earnest work, and no matter how bright and interesting it may be, on Friday afternoon the children naturally long for a change from the usual routine. This desire may be granted and the hour still be one of the most profitable of the week.

A "self-improvement society" may be formed and, rightly managed, may become the means of giving each child a high ideal of himself and of constantly stimulating him to realize that ideal. Ideals of character, noble traits, habits and deeds should be discussed with the pupils. They should be encouraged to write essays and tell stories of exemplary men and women of history; also to look out for desirable habits and golden deeds in their contemporaries. An ambition to be as nearly perfect as possible in speech and manners should be aroused and assiduously cultivated. A few moments wisely spent on these points may be worth more in after life than hours of analysis and parsing.

A "reading club" is valuable. The reading may be done principally by the teacher, but when possible much of it should be done by the pupils. When giving thought to a group of eager listeners, no pupil will be guilty

of the mechanical performance too often called reading. A regular course should be followed and books easily understood should be chosen. History is usually a popular and profitable subject. A suggestive outline of the subject read should be made and a few leading facts fastened in the memory. Carefully selected poems and sketches relative to the subject should be read or recited and essays written on interesting topics.

Get stereoscopic views and collect pictures from all sources, and on Friday afternoon, by means of these views and maps and descriptions, take a "tour" to the country or section of country you have studied during the week. Divide your class and assign each division a state or county for complete description. Compare and decide which is best. Let each division strive to win for the country championed.

Science work is well adapted to Friday afternoon and a written review of the important words encountered in the various lessons of the week is valuable. Elocutionary drill is good also if the teacher is qualified, but speaking unprofitable "pieces" which the pupil could not even read properly, should be discouraged. Variety should be secured and whatever is done should be done with a purpose and with enthusiasm.

EFFECT OF MODERN EDUCATION UPON CHILDREN.

W. M. D'Aubigne Cahart, M.D., in Dietetic and Hygiene Gazette.

The stress of modern education has enormously taxed the brains of children by the multiciplicity of studies. Children cannot assimilate the ideas in widely differing departments of knowledge at one and at the same time. The effort to do so deranges in many instances the entire nervous system of the child. The so-called nervous child is not only not normal, but may be the victim of the education methods of the present day. The examination system is always a horror to such a child, as the writer knows from his own experience. The studies required of a growing child should never be allowed to disturb the health or interfere with proper rest and exercise. The modern city child seems to be unable to endure the burdens of civilized life as easily as did the children of the past, who were brought up in the country and spent the greater part of the time in the fresh open air. Whether our fathers were more hardy and robust as children than the progeny of the present generation may be an open question, but certainly their conditions of civilized life have so completely changed that at the present day mental and physical education possess equal importance for the growing child. The mind of the child today is too often developed at the expense of its vitality and health.

I have long felt that the teaching and the medical professions ought to be more closely allied than they have been in the great work of making the most of the rising generation. While it is the province of the teacher to equip the young mind with such knowledge as will be required in the coming life, and to impart such training and culture as will best fit the individual for the social sphere to which he may be called, it lies rather with the medical man to maintain health and vigor, and to promote full growth and development of the organism which is the recipient of that teaching and culture.—Strachan, in Edinburg Medical Journal.

Answers to the Twenty Queer Questions.

The twenty puzzling questions which were sent out to the children of Baltimore and Maryland by the Women's Playground Association of that State are as follows.

These are all apparently simple and elementary questions in natural history, but when they were put to the school children of Maryland the answers betrayed a woful ignorance. To that fascinating question, "Why does a rabbit wabble his nose?" not one answer out of three hundred was correct. It further appeared that very few grown-up people were able to answer these simple questions. Since they were published thousands of them have been puzzling their heads over the answers, and will doubtless continue to do so until they read this.

After making this educational experiment the women of Maryland demanded that the study of nature in the open air should be made a regular part of the school work.

Here are the questions and answers:

1.—*Why has a cat whiskers?*

Answer—To aid its sense of feeling, especially when roaming about in the dark; the whiskers being highly developed nerves protruding in front and at the sides of the cat, as it has occasion to employ them.

2.—*Do robins and chickens walk alike?*

A.—No; robins hop, using both legs simultaneously in a similar motion, while chickens walk by alternately placing one foot in front of the other.

3.—*How many legs has a garden spider?*

A.—Eight.

4.—*How does an elephant dig?*

A.—With his tusks, trunk and by wallowing.

5.—*Why does a rabbit wabble its nose?*

A.—To remove the mucous and keep its nostrils clear.

6.—*How does a horse use its legs in trotting?*

A.—The left front and the right hind, and the right front and the left hind move forward simultaneously.

7.—*In what order does a fly move its legs in walking?*

A.—In pairs, one on each side, the forward ones being advanced and remaining stationary until the hind ones are brought up.

8.—*Why is a fish dark in color above and light underneath?*

A.—To prevent it from absorbing light and thus becoming easily distinguishable to its foes, either in the water or above the surface.

9.—*How many times does a crow fold its wings after alighting?*

A.—Three.

10—*When sheep get up from lying down do they rise with their fore or hind legs first?*

A.—With their hind legs.

11.—*Do rabbits run?*

A.—No; they hop about, using their hind legs to propel themselves forward.

12.—*Where is the oyster's mouth?*

A.—Beneath a kind of hood formed by the union of the two edges of the mantle near the hinges of the shell.

13.—*Why do horses turn their ears?*

A.—To facilitate the sense of hearing, the ears being turned in the direction whence instinct tells them the sound is coming.

14.—*How many legs has a house fly?*

A.—Six.

15.—*How can a fly walk on the ceiling?*

A.—The feet of the fly are hollow and when in contact with a plain surface, as a ceiling or window pane, a suction is created which holds them firmly.

16.—*Which end does a wasp sting with?*

A.—Only the female wasp stings, and the stinger is located at the end of the abdomen, the after extremity.

17.—*Why is a tiger striped, the leopard spotted?*

A.—For their better protection, the tiger's stripes aiding it to conceal in the jungle, while the spots perform the same service for the leopard in the trees.

18.—*Do pigs grunt as an expression of pain or pleasure?*

A.—As an expression of pleasure.

19.—*Do little pigs show any sign of affection for each other?*

A.—Yes. Affection is an emotion common to all creatures.

20.—*What is the difference between the upper and lower sides of the leaf of a fern?*

A.—The upper side is smooth and hard after the manner of a shield, while the lower side holds and produces the sori, or seeds, by which ferns multiply.

No Great American Scholars.

It has been said that just as England has no great composer, America will never have a great scholar. I do not believe that, says Prof. Hugo Munsterberg in the May *Atlantic*. At the middle of the seventeenth century all the nations of Europe had great philosophers,—England, France, Holland, Italy; and only Germany had the reputation of having no talent for philosophy. It was just before Leibnitz appeared on the horizon, and Kant and Fichte and Hegel followed, and Germany became the centre of philosophy. As soon as the right conditions are given, here, too, new energies will rush to the foreground. In carefully watching year after year the students here, I am fully convinced that their talent for productive scholarship is certainly not less than that of the best German students. Compared with them, American students have an inferior training in hard systematic work, as their secondary school education is usually inferior. And secondly, they have infinitely poorer chances for scholarly work in their future, as I have fully pointed out. With a more strenuous preparatory training behind them, and a better opportunity for productive work before them, these students would be the noblest material from which to develop American scholarship.

Language charts based on the pedagogic theory of assimilation of thought by wholes were put into use in the first and second grades of the Chicago public schools recently. The charts have been compiled by Superintendent William W. Speer, and contain lists of sentences of varying degrees of complexity, ranging from the incisive command "Laugh" to the Chesterfieldian admonition, "Bow to the blue-eyed girl." "We don't teach the pupils to read in the first year of their school course," said Mr. Speer. "We teach the pupils whole sentences, associating thought with sight by requiring them to act out the sentence. Our aim is to let analysis come slowly and unconsciously." The charts are in a series of forty sets, and cover a course of four months. The charts, it is expected, will connect script with printing in the mind of the child, and will result in the rapid acquirement of the ability to read and to write. The sentences have been devised to suit the surroundings of the pupils.

Plain Facts About Teaching*.

CHARLES C. HUGHES, CITY SUPERINTENDENT OF SCHOOLS, ALAMEDA.

The builder who constructs an edifice selects his material with keen judgment, and if he is watchful of every detail, knows when his work is finished that no man working under the same plans could have done better. He is trained in his science and his art and recognizes the value of material. His success depends upon the realization of laws which are certain; which if disregarded will be followed by ruin. He can test his material and rely upon it as being unchangable and invariable.

The teacher who builds a character, who educates, must take the material presented. He is not free to select; he has no choice. His judgment may be keen regarding the details of training; he may be trained in the theories of his science and his art; his plan may be magnificent in ideals, but, when his product is finished who shall say that the most has been accomplished with the material! That different methods might have produced other results. The teacher may be trained in his science, but both the science and the material are variable.

The builder tests his material and, if it does not reach the standard, it is cast aside. The teacher must take his material as it comes to him, influenced by heredity, the inherent tendencies which are to be cultivated if good, and eradicated or subjected if evil; affected by environment, those outward influences ever pressing and squeezing the human growth into a mold, the reflection of its own condition, the food and clothing, bathing and sleeping, the home, the street, the companionship and parentage—all these to be regarded, because they will become fixed finally and must be turned into habits of complete living.

Imagine the surprise, the consternation, of the architect if his superb mansion built of precious woods gathered from afar, carved and fitted and polished to bring out every beauty—what would he think if his wood began to sprout and grow? The teacher works with a growing, a developing, ever changing material.

With this in mind, what are some of the facts regarding the preparation of teachers for the work of building character? Do we find fixed laws on which to base a profession? Is there a science of teaching with solvable problems to be worked out by the student and to be relied upon in the classroom? Instead, numberless theories and ideals are found in confusion. We do find laws in the abstract but they are based on ideal conditions, and when we attempt to apply them concretely we are at once brought face to face with circumstances for which there has been no preparation. Individuality makes of each case a separate problem swayed and affected by every personality with which it comes in contact.

The personal factor is an element which may pass unnoticed in preparation but becomes vital in practice. Just as truly as the material is variable on which we place our labor, is the material variable from which we select our laborers. This is a primary difficulty to be met in answering, what preparation is valuable for the work. No preparation is valuable unless the material be right. It is said that the child is father to the man; just as truly is the pupil parent to the teacher. Those who train teachers meet the same difficulties as those who train pupils. It is not simply a training in theory; it is fitness for the work. Not simply knowledge of subjects, but the ability to reach child nature, sympathy, call it what you will, it defines the gap between the driver and the leader.

The school is a miniature state, and must be lead, not driven. Leadership is inherent, not a matter of training. Teachers are born, not made. The greatest and most important task of the professional trainer of teachers is to select leaders. Pedagogy—leading, guiding the feet. The finest education in the world will not make a teacher, with it all the personality must be right. When it is so, teachers

*Extract from an address to the Alumni, Stanford University, Cal.

learn to teach by teaching, the most the University or the Normal can do is to develop and broaden the individual, continually and earnestly endeavoring to discover the real teacher. It lies at the door of the training institution to judge of the fitness. It will take broad experience and courage to make the decision. The most brilliant student will often fail as a teacher. There is little chance to discriminate, after the student becomes a candidate for a place, armed with a diploma and a certificate, which makes him the untried equal of any other applicant. Can you expect an untrained board, acting for an untrained community, to perform what a trained faculty has failed to do?

Do you realize what it means to rob a child for only a term during his school course of a real teacher's influence? The damage cannot be measured, for who can say what might have been. The loss of a good influence is not all. The result may be negative, simply a loss of time. The great wrong is committed, when force and energy are misdirected and manifested by a narrow, unbending attitude often striding on and over with the semblance of success, but leaving in its path hundreds of crushed possibilities and warped ambitions. This country is educating fifteen millions of children today, at least one-fourth of whom are arrested in their development somewhere in their course by people who attempt the work but who are not teachers. Don't become a teacher because you can't do anything else. Think before you choose it as a career. The teacher should be the broadest and most generous minded individual in the world. She must face as many personalities as she has pupils and to each appear a model. She must cultivate a flexible attitude that she may arouse the antipathy of none, but gain the respect and love of all. She should form an invinciple resolution to discover some good in each child intrusted to her care and endeavor to make that good the predominant factor in his development. As a builder of character, the teacher is given the most sacred duty of the nation.

* * * When a teacher steps into a classroom, clothed with the authority to teach, he is immediately confronted with the fact that the public school, to a great extent, reflects the community in which it exists. The two are inseparable. If the school is advanced too fast it must come back with a crash. The community must be educated and kept in touch with it if advance steps would be made permanent. The school department of any locality is a corporation in which all are stockholders, because all are taxpayers and share in its support. Therefore all have a voice in its conduct. All have attended school and know how they should be run and taught. We have all been sick, but we seldom dispute with the doctor. We have all been in trouble more or less, but we allow the lawyer to conduct our case. We have all been taught and we immediately assume that a perfect scheme of education lies in our head awaiting a chance to be put into operation. There is a lack of respect for expert opinion in school work that does not exist in any other profession. Any crank these days can get a hearing on matters educational. Your trained teacher is told how to conduct the school by an untrained community, usually not only told but compelled by popular opinion often unjust and not founded on fact and which may have had its origin in dissatisfaction arising from a just decision regarding the promotion of a pupil. It is the profound duty of every college man and woman, of every educated person, to stand for experts in school work, and to abide by their opinion. In no other way can the line of advance in school work approach the ideal. At present, progress is like the advance of a great ship tacking against the wind and buffeted by the waves, the head winds and the waves being composed of ignorant opposition and false conceptions. This ziz-zag course should be turned into a straight line of advance, the ship flying before the wind, the expert at the helm, and every force working in harmony for the highest aim in education.

* * * Every man should be a politician in the sense that politics is "that part of ethics that has to do with the regulation and government of the nation or

state, the preservation of its safety, peace and prosperity, the defense of its existence and rights against foreign control or conquest, the augmentation of its strength and resources, and the protector of its citizens in their rights, with the preservation and improvement of their morals." It is unfortunate that words in our language are subject to deterioration in meaning. It is often too bad that a new word entirely is not substituted to suit the new meaning. No man should be a politician in the narrow sense "of artful or dishonest management to secure the success of political candidates or parties." The confusion of these meanings is endangering the schools to some extent. Honest and sincere men keep away from the primary, often from the polls, and pride themselves in being ignorant of political machinery. The schools are part of our democratic institution. Somewhere in their administration they are controlled by public suffrage. It is not politicians that the schools fear, but the patronage boss, and we need every honest vote to keep him down. The leader who sets up an aggressive war against every practical politician makes a mistake very detrimental to the schools. The so-called practical politician under our form of government seems almost established. Someone must do the work necessary to keep the machinery in operation. He is not always a man with sinister motives. In fact, he is often sincere, with a keen sense of right and justice, and does his work because he loves the excitement of it. His "issue" is sometimes absolutely necessary to the accomplishment of our highest aims. He is deserving of tactful and courteous treatment. Enemies enough will arise in the performance of duty without inviting antagonism where assistance is often gladly and readily given. It is the duty of the leader to bring every force in the community into harmony for the advancement of the schools.

That a high aim must often be lowered from the clouds until it comes within the community's range of vision is true regarding the selection of teachers as well as in the kind of work attempted in the schools. Not always the best, but the best you can get must be followed in the employment of teachers. The best teachers will find places, but not always the best places, as long as the present method of selection is used. A change in conditions depends upon the cultivation of more respect for expert opinion and a broader understanding of the meaning and value of education to the community. With many it is not a matter of selecting men and women to perform the most important duty over which the people have control, but simply the filling of places which the public has at its disposal. Most any one will do, and all who have a certificate are on equal footing. Local influence means more than merit. The home applicant has a right in the eyes of the public beyond the one from the outside in spite of other conditions. The public is not looking for difference in quality. If the applicant is certified as a teacher, that is sufficient. The mistake has been made before the selection reaches the people. If less money and time were spent in an attempt to make teachers, and more in an effort to find them, the responsibility would not be shifted to the community where so many factors take part in making poor selections almost inevitable.

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The education of the children is left largely to the women. This is especially so thru the elementary and most important stage. Yet the father controls the management of the schools thru his suffrage. Under present conditions women should at least vote where the management of schools is concerned.

* * * The Mothers' Meeting is not easy to control and direct. The matter-of-fact woman will be there who will train her children in character but wants the schools to teach them to read, write and do number work. In fact, it is hard to make the people see that the public school has any greater function than that. The mother with fads will be there who wants to incorporate the newest things, whether valuable or not, simply because it strikes her fancy and is done elsewhere. The leader is fortunate if he does not get his meetings entangled in neighborhood disputes, club differences and religious wrangles, but let him get on the right track and he will find the women loyal and steadfast in their purpose to

work out plans and start projects for the improvement of the schools. In this way the teacher not alone becomes an educational force in the community, but every patron becomes one. The work of these meetings may be extended to the larger educational society, a federation of more earnest workers. This association can be relied upon for assistance in all movements affecting the general welfare of the schools. But it matters little what methods are used or what organizations are necessary, the aim is to establish that mutual understanding which will be followed by a closer co-operation between the community and the school and to gather every force, the home, the newspaper, the church and the club into harmony for the support and advancement of the school system.

The doors of the school building should be thrown wide open to the public. It is their institution and must move with them. The home and the school have a common duty. The relation must be made clear. If the parent is allowed to partake of the spirit of the work, if all is in the open, nothing hidden, matters will not go far wrong. The weak teacher cannot exist long under the strain, but the strong teacher and strong teaching will be recognized and appreciated.

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Current Educational Thought.

THE EDUCATIONAL IDEALS OF LELAND STANFORD.

David Starr Jordan.

Our university is now just ten years old. Of all foundations in America it is the youngest save one, the University of Chicago. Yet, as universities go in our New World, it has attained its majority. It is old enough to have a character and to be judged by it.

For the broad principles of education all universities stand, but each one works out its function in its own fashion. It is this fashion, this turn of method, which sets off one from another, which gives it its individual character. What this character shall be no one force can determine. Its final course is the resultant of the initial impulse, the ideals it develops, and the resistance of its surroundings. In our own university the initial impulse came from the heart and brain of Leland Stanford. The ideals it has upheld were his before they were ours. They had been carefully wrought out in his mind before he called like-minded men to his service to carry them into action. It is well once in a while to recall this fact.

Mr. Stanford shared with Agassiz the idea that the essential part of education was a thoro knowledge of some one thing, so firmly held as to be effective for practical results. He believed in early choice of profession in so far as early choice could be wise choice. The course selected, however broad and however long, should in all its parts look toward the final end of effective life.

Mr. Stanford's belief that literature and engineering should be pursued side by side was shown by his wish to provide for both with equal generosity. And the students of each are the gainers by this relation. The devotee of classical culture is strengthened by his association with men with whom their college work is part of the serious duty of life. On the other hand, the

student of realities gains by his association with the poet, the philosopher and the artist.

That women should receive higher education as well as men was an axiom with Mr. Stanford. Co-education was taken for granted from the first, and the young women of Stanford have never had to question the friendliness of their welcome.

Compared with the character of the faculty every other element in the university is relatively of little importance. Great teachers make a university great. The chief duty of the college president is the choice of teachers. If he has learned the art of surrounding himself with men who are clean, sane and scholarly, all other matters of university administration will take care of themselves. He cannot fail if he has good men around him. And in the choice of teachers the element of personal sanity seemed of first importance to Mr. Stanford—the ability to see things as they are. The university chair should be a center of clear seeing, from which right acting should radiate.

The growth of Leland Stanford Junior University must remain the best evidence of its founder's wisdom. He had the sagacity to recognize the value of higher education and the patriotism to give the rewards of a successful life to its advancement.

If the founder we love and the founder whose memory we revere had said, "We will found a university so strong that it may endure for all the centuries and whose organization shall be so free and flexible that in each age it shall reflect the best spirit of the time," he could not have given it greater freedom of development than it has today. For the glory of the university must lie in its freedom, in that freedom which cannot fall into license, nor lose itself in waywardness, that freedom which knows but one bond or control, the eternal truth of God.

EDUCATION AND MATRIMONY.

Hugh Munsterberg, in International Monthly.

Of course I will not warm up the old-fashioned argument, which is repeated so often in Europe, that the higher learning makes a girl awkard and ill-mannered, and that the man will never be drawn to such a blue-stocking: I take for granted that no American girl loses in attractiveness by passing thru a college, or thru other forms of the higher and highest education. But we have only to look at the case from the other side, and we shall find ourselves at once at the true source of the calamity. The woman has not become less attractive as regards marriage; but has not marriage become less attractive to the woman? and long before the Freshman year did not the outer influences begin to impel in that direction? does it not begin in every country school where the girls sit on the same bench with the boys, and discover, a long, long time too early, how stupid those boys are? Co-education, on the whole unknown in Germany, has many desirable features; it strengthens the girls; it refines the boys; it creates a comradeship between the two sexes which decreases sexual tension in the years of develop-

ment; but these factors make, at the same time, for an indifference toward the other sex, toward a disillusionism, which must show in the end. The average German girl thinks, I am sorry to say, that she will marry any one who will not make her unhappy ; the ideal German girl thinks that she will marry only the man who will certainly make her happy; the ideal American girl thinks that she can marry only the man without whom she would be unhappy; and the average American girl approaches this standpoint with an alarming rapidity: Now is not the last a much more ideal point of view? Does it not indicate a much nobler type of women,— the one who will have no marriage but the most ideal one, as compared with the other, who in a romantic desire for marriage takes the first man who asks her? But in this connection I do not wish to approve or criticise; we may postpone that until we have gathered a few more facts and motives. Co-education is only one; a whole corona of motives surrounds it.

HOW MUCH HOMEWORK SHOULD TEACHERS DEMAND OF GRAMMAR GRADE PUPILS.*

E. M. Cox, Santa Rosa.

This question cannot be answered in a categorical manner. It is one of too serious consequences and too full of conditions to be settled and passed by with the expression of a few hastily formed opinions. I regret I cannot speak to you as an expert on the whole question, or on many of its subdivisions; but what I have determined on some of the points relative to the topic, and what I have read of experiments done and observations made by competent observers, I shall endeavor to present, as they appear to me, to affect this question.

The application of the term "Grammar Grade" varies somewhat here, but it usually includes the pupils beginning with the fifth or sixth school year and ending with the eighth or ninth. These grades are composed largely of pupils from ten to fifteen years of age.

The amount of work which should be required of such children will depend upon —

(*a*) The physical condition of the children;

(*b*) The character of the work to be required of them; and

(*c*) The conditions under which the same is to be done.

These questions should be considered at some length, both in their relation to a class collectively, and to the individual pupils who compose the grade. Individuals vary to an unusual degree during these ages. These differences should be carefully considered. However, for determining the amount of work or time required of a class, the decision must be based upon the conditions which apply to a class collectively.

This is a period of very rapid physical growth for many of the children. This growth seriously influences school work. This growth varies so much that it is difficult to know just how to relate our school work to it. The in-

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*The discussion in the newspapers and among teachers of the problem of "Home Study" gives a deep interest in this very excellent article of E. M. Cox, reproduced from that vault of very good things, the proceedings of the California Teachers' Association.

fluence of this early adolescent age upon school work is fully realized by all. These varying stages of development should be taken into consideration.

In all our schools we have pupils who are poorly nourished. Some have not enough to eat, and some have not the right sort of food. Brain cells respond to outside stimuli in proportion as they are abundantly nourished. It has been fully demonstrated, I believe, that the well nourished brain cells respond most quickly and effectively to stimuli. Sight and hearing also add to the difficulties of determining this question. Deficiencies in these matters are sometimes partially made up for by an overdraft on nervous energy. In not a few cases I have observed continuous headaches. From these difficulties there comes a fatigue which incapacitates the pupils for school work. Besides these more specific questions, that of the general health should be taken into consideration. All these physical deficiencies are causes of nervous exhaustion and fatigue. So they must play a very large part in determining the amount of work which can be done without bringing on a fatigue from which recuperation is slow. The character of the work, too, contributes very much to the ease or difficulty which will accompany the accomplishment of the tasks and this for several reasons. The first is on account of the character of the material given for work. Rowe (The Physical Nature of the Child, page 168) says that considerable investigation has shown that the most fatiguing subjects generally given in the schools are mathematics, language and gymnastics. Those which produce the least exhaustion are drawing, manual training and singing. Late investigations put nature study in this list. Other investigations seem to indicate that singing belongs to the first list. That if taught well, the pupils put a great deal of energy into it and that the effect is exhausting. The story work which is filling so large a place in many of our school programs today belongs to the latter list. Hence it will depend whether our programs are filled chiefly with work from the first or second list, or from the intermediate list which includes history and geography, whether the work is exhausting.

Those schools which are planning to give, or are giving, manual training or nature study, can plan longer hours than are required in the schools which choose their material more extensively from the first list. Also more hours may be required when considerable time is devoted to supplemental reading and story telling. The amount of work and time, therefore, should depend upon the selection of material. Much more can be done by a judicious choice and arrangement of the wearing and less fatiguing subjects.

The attitude of the pupil is of no less importance than the work itself. Work which is interesting — which they love to do, will require far less nervous exertion than that which is a task, or is quite distasteful. The teacher who desires to accomplish a great deal of work and is able to arouse the interest and enthusiasm of the pupils, can accomplish her purpose with little or no over-exertion from the pupils. I know some of you will say that interest and enthusiasm are exhausting. So they are; but how much more can be accomplished in a given time when these conditions are present.

The work is done and these pupils may rest while the slow plodders continue dawdling over their tasks.

The giving of uncertain and indefinite lessons and directions should also be included as part of the character of the work. Especially on the part of the very conscientious and nervous pupils; the very ones who most need consideration, are these causes of considerable worry. Especially also is this true when accompanied by rasping rules of discipline and irritating manners of teachers.

The conditions under which the work is to be done both at school and at home are important factors in the determination of how much work should be required. Pupils who have attended the day's school session in a room well lighted, heated and ventilated, and have followed a program arranged with due regard to the character of the subjects of study with short recitation periods, frequent study periods, hourly intermissions, and with no crowding of the work, will be in a far better condition to work at home than had these conditions been otherwise. Allow me to emphasize some of these points.

Alteration of recitation and study periods is, I believe, pretty generally recognized as valuable. Phychologists tell us that voluntary attention cannot be sustained continuously, or for a long time at the same work, and yet voluntary attention is necessary to good work. The subjects should also be alternated according to their difficultness, but most of the fatiguing subjects should come in the morning. The fatigue periods in a day's work have been sufficiently well established to show that at least not more than one of the fatiguing subjects should come in the afternoon. Careful attention should be given to the fatigue periods in planning programs.

The length of the recitation periods should under no circumstances exceed thirty minutes, and for much of the work twenty minutes is sufficient. I know there are teachers who claim that in some subjects they cannot accomplish much in short periods. If these twenty or thirty minute periods are not long enough, then let them take two periods for the work. For instance, in arithmetic there are two well-defined branches of the subject. There is the pure number drill which is needed in every grade, and the objective application of problems. If necessary, let these each occupy a period. The short study periods and recesses, where there is a partial or total relaxation from nervous strain, are invaluable. These periods, when the severity or restraining influence of discipline is consciously felt by pupils are valueless except as they give more oxygen to the blood. During the recesses the children should feel as free as is compatible with good order in school and the comfort of the neighborhood. The quietness and suppressed air of many play grounds is oppressive to me, and calls forth all my sympathies toward the children with their pent-up feelings. The study periods, too, should be as little constrained as possible. Many schools have clearly demonstrated the value of the short recitation periods and the frequent study hours and recesses.

I have spoken thus at length upon the character of the work in theschool room, and the difficulties accompanying it, because the amount of home work which may be required very largely depends upon the exhaustion

which follows the day's work at school. Nervous fatigue must be avoided whenever possible. Weariness may even be sought, for after weariness there follows sound sleep and good nourishment. The number of children who are overwrought, I believe, is very greatly exaggerated. That there are many in number cannot be doubted. The causes for this state of things have pretty generally been charged to the schools. I cannot speak for any great number of children but I have made some pretty close observations on some of them, and I am convinced that the schools are responsible for but a small percentage of those who are overworked. Emotional excitement of various sorts incapacitate much the larger portion of those whose nerves are exhausted. Dances, theaters, parties, etc., use up nervous energy more rapidly than school work. Children of the grammar school age cannot shine in society and at the same time do work of an equal grade with those whose parents see that they are properly fed and clothed, and that they have regular and sufficient sleep; nor should the school programs of these pupils who form a considerable majority be shortened or varied to accommodate a minority who choose to use up a considerable portion of their energies in other ways.

The amount of school work which is to be required should be determined by using these normal children as a criterion who, not having been wearied by other affairs, should be kept busy to the extent of their ability and endurance. The pupils who have other work to do or other attractions which require a considerable portion of their energy cannot and should not be expected to do so much; nor should those whose general physical condition is not equal to the majority undertake all the work.

This would lead us to the consideration of individual conditions and into a discussion of individual work in the school. But we need say no more now than that there is much work in every grade that can be modified and varied for some pupils without seriously influencing their proficiency. The pupils who have much other drain upon their vitality should be allowed to take less work and occupy more time in the completion of grade work.

How much work in point of time should be demanded?

Still it is impossible to fix the time without conditions stated with the answer. If the work is to consist of a great deal of drill and memorizing; of arithmetic, grammar, and such subjects; with long recitations and few recesses, conducted in such a manner that the children feel the presence of stern discipline, I am fully satisfied there should be no home work and that the five hour school day should be shortened.

If our schools are to be organized on a different basis; if the programs arrange for short recitation periods and frequent study hours; if the recitations are spirited and interesting; if the directions for preparation of lessons are definite; if recesses are frequent and it is no crime for a boy to shout during this time; if the subjects taught include history and geography stories, nature work and manual training, intermingled with the drill and memorizing of arithmetic and language, then I am sure most of the children will not find an hour of home work fatiguing. This work should be carefully

chosen. It should not be all of one kind nor should it be chosen from the most fatiguing subjects.

Have I put more conditions here than the schools can fulfill? Those of you who are familiar with our best schools know that I have not. The new courses of study for San Francisco, Stockton and other places make this sort of work possible. The cry has been heard that these courses have overburdened the children. Possibly such a condition would exist where the teacher failed to comprehend the purpose of the course. These courses have left out much absurd and fatiguing work that used to be required in the most fatiguing subjects and have expanded the work in those subjects which have proven to be less fatiguing, and yet of great value in the training of children. This work, when carried on by teachers who enter into the spirit of the interesting reading, nature work, stories, drawing and manual training, will be able to require longer hours of work with less fatigue.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"Education commences at the mother's knee, every word spoken within the hearing of little children tends toward the formation of character."

Golden Gate Mothers' Club held their last meeting in this school year Wednesday, May 15th. Mrs. Pechin, principal of Longfellow school, addressed the meeting and touched principally upon the work for the Teachers' Annuity Fund and the benefits of summer vacation schools for children.

Every school in the city is represented by the sewing exhibit at the City Hall. The work done by the fourth, fifth, sixth, and seventh grades is indeed gratifying. There are no special teachers for this work, but the visits from the associated alumni have been very helpful. Patchwork, with the over-and-over stitch, is an improvement over the old way. Aprons, bags, drawn work, and patches well put in, make up the bulk of the exhibit. There is no progress without criticism. It is therefore suggested that the pillow slip muslin used by the Moulder school is too thick for the tender finders. Better buy soft muslin by the yard, and have the slips too narrow than the work too hard.

In a book entitled "The Child," by Wm. Drummond, it is stated that the child-study movement has brought home to a large number of teachers thoughts and methods which had long been the theories and fads of a few. Appreciation of child-study has shown how school work is influenced by the bodily condition of the children, by the amount they sleep, by the nature of their food, by the arrangement of meals, purity of air in the schoolroom,

state of weather, and so on. Means of ventilation is practically and ideally dealt with. Literature and how to present it is well treated in this book, also the emotions, intellect, memory, imagination, will, etc. In nature and nurture it is clearly shown that it is possible so to alter the environments of the child as to favor the preservation of good qualities and the development of evil tendencies. The book closes with Froebel and the Kindergarten and his Educational Ideas.

There are few teachers so successful and so well liked as Mrs. A. H. Todd of San Diego. She is not a faddist except in a most acceptable way. It was mainly thru her efforts that the Band of Mercy came to mean so much to the San Diego schools, and thru her recommendation that "Black Beauty" was read in every home. She has had Ralston day at home and a Band of Mercy day at school, and now she is in league with the Mothers' Club, and selected this beautiful chapter from the "Radiant Mother" for the edification of the mothers who are her patrons:

We must be radiant always and let every footfall be filled with rebounding impulse. The thought that radiates from the mother makes or unmakes the home. How many cases we see of children who do not seem to appreciate their parents. It is generally because they have had too much done for them and nothing expected in return. This is one of the commonest phases of selfishness among parents. If they really loved their children they would not rob them of their opportunities to do for others; they would not bring them up selfishly to learn bitter lessons in after life. A personal mother has no interest in children other than her own; the moment she loves other children equally, and would share her best with them for the sake of the whole good, she becomes a universal mother. That mother who learns to wisely teach her child self-control is a universal mother, for she is doing the whole world a favor.

"To see men and countries with one's own eyes is better than to read all books of travel in the world," next in value will be the observations publicly reported of Joseph O'Connor, who accompanies Wm. C. Crittenden in his journey around the world. It is expected that he will tell the public school child a lot of interesting things not to be found in books.

There has been no prettier sight than the viewing of the President by the 45,000 school children of San Francisco. "Bringers of sunshine," was the phrase used by President McKinley; "every child waving the flag of our faith and our hope, and every little breast filled with the love of our country," and we might add, every little chest expanded, with taking in fresh air and the letting out of:—

Rah! Rah! Rah!
Rah! Rah! Rah!
Rah!
Rah!
McKinley.

Three thousand boys and girls participated in the exercises at Glen Park, may 4th. Fifteen thousand people were present and six thousand dollars added to the Teachers' Annuity Fund. Events of the day were as follows:

1. For Girls (6th and 7th grades) 50-yard race .....
.....First prize, Silver Medal; Second Prize, Bronze Medal
2. For Girls (5th and 6th grades) 50-yard Egg race .....
..... First prize, Silver Medal; Second prize, Bronze Medal
3. For Boys (7th and 8th grades) 100-yard race .....
.....First prize, Gold Medal; second prize, Silver Medal
4. For Boys (5th and 6th grades) 50-yard race.....
..... First prize, Silver Medal; second prize, Bronze Medal
5. For Boys (6th and 8th grades) 40-yard Sack race .....
..... First prize, Silver Medal; second prize, Bronze Medal

NOTE.—Medals offered by Annuity Association.

Seventy schools were represented in the competitive march. The singing, led by Miss Carpenter and Miss Katherine Black, was one of the best features of the day. All thru the middle of the day lunch was served by the Pacific Heights Grammar School. The parents coöperated in making the restaurant work a success. The Mothers' Club of Golden Gate Primary undertook the management of three booths, viz.: cold drinks, grab-bag, and resting-rooms. Other school booths were: shooting gallery and swing rings, the candy sale, rummage sale, phonograph, toy balloons, popcorn and crisps, peanuts, fruit, ice cream and lemonade, palmistry, and flying bakery for waffles. The theater management was unique and consisted of four performances, given at one, two, three, and four o'clock. There were humorous sketches, stories, and recitations, fancy dances, and orchestral music, solos, calisthenics, doll drill, etc.

Study to make home happy, happiness will then be reflected in the face, and it will not be lacking in beauty and attractiveness.

Home-study has been a "bug bear" (?) that will soon be as extinct as the ichthyosaurus; parents believe it to have been an enemy to health and happiness in the home. They say: "How can you expect children to grow 'good naturedly' when they have to puzzle over arithmetic and write ten sentences while the other boys are having 'jolly good fun'; they grow peevish and the schools are to blame for it." The principals of three different schools abandoned home-study in certain grades for the purpose of contrast; these grades not only held their own but showed marked improvement over those burdened with home-study. This had its impression on the Board of Education. The bill which forbids home-study in any school has been signed by the Governor. And now comes the question of examinations, another bugaboo which will bear extinction.

CHINESE PROVERBS.

Deal with the faults of others as gently as with your own.
A man thinks he knows, but a woman knows better.
Armies are maintained for years to be used on a single day.
Oblige and you will be obliged.
If you fear that people will know, don't do it.
He who rides a tiger cannot dismount.

—*From Gile's History of Chinese Literature.*

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
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C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

Meeting of the State Board of Education.

The State Board of Education is called to meet at the office of the Superintendnt of Public Instruction at Sacramento, on Saturday, June 29, at 10 o'clock, A. M.

During the past two months State Superintendent Kirk has made official visits to the Normal School and city schools at San Diego, the State Normal at Los Angeles, the orphan schools in Los Angeles, the teacher's institutes of Sonoma, San Luis Obispo and Mendocino counties and the city schools of Fresno.

The State Normal at San Diego was found to be in a flourishing condition, having an enrollment of about 280 in the normal department and 100 in the training school. During Superintendent Kirk's visit the normal celebrated by appropriate public exercises the third anniversary of its founding.

The teachers of the city of San Diego were called together by Superintendent Davidson, and Superintendent Kirk addressed them on the subject of "Recent School Legislation." The new certification measure was explained in detail. Superintendent Davidson took Mr. Kirk on a tour of inspection to all the schoolrooms of the city, where the teachers and children were observed at work, and to whom words of encouragement were given. San Diego has good schools, because it has a good superintendent and a corps of efficient teachers. Not least of the important and pleasant events of Superintendent Kirk's San Diego visit was the boat ride on the bay given by the captain and crew of the Olympia, one of the several young ladies' rowing clubs of San Diego. Neither Harvard nor Yale is believed to have a more enthusiastic rowing crew than the Olympia, certainly not a more attractive one.

Superintendent Kirk has words of praise and commendation for the work observed at the Los Angeles Normal. The 600 students there present a fine appearance when they gather for morning exercises in the assembly chamber. Striking features of normal school work at Los Angeles are observed in the domestic science and physical training departments. Cooking, serving, and sewing receive attention in the one and exercises for the promotion of good health are emphasized in the other. The Los Angeles Normal teachers are more and more recognizing the fact that all needful education, even for the teacher, is not to be obtained from book study.

Sonoma, San Luis Obispo, and Mendocino counties have competent, wide-

awake teachers and they displayed interest and real California enthusiasm in their annual institutes this year. Professor Cubberley of Stanford was a prominent instructor in all three of these county institutes. Dr. Dresslar of Berkeley was the main director of work at San Luis Obispo.

Whenever at Fresno Superintendent Kirk is at home among old neighbors and friends, and the teachers and children of that city always extend a hearty welcome to him. The school census of Fresno city has increased from 2477 in 1900 to 3428 for 1901. Hence, more school buildings and more teachers will at once be required. The people of that city are prosperous and a splendid school spirit prevails, and in providing additional school facilities, the Board of Education there will be liberally supported by the general public. Pride has always been taken in keeping the public school affairs of Fresno free from political and sectarian prejudices. Teachers are chosen strictly upon merit and not by the influence of pulls. The municipal government of Fresno has just begun operating under the provisions of a new charter, the first election under it having been held on the 4th inst. Both Republican and Democratic parties put good candidates in the field, and the campaign was remarkable for the good feeling that prevailed. Both parties have occasion to rejoice over the result, as each elected some members of the school board, thus showing that men, more than party, control the voters of that city in school matters. The high school in the city of Fresno and the six others in the county are annually growing in favor and efficiency. The material prosperity of the San Joaquin valley is being closely followed by the forces that work for intellectual and moral advancement.

Devotion to the cause of unfortunate children is ever manifest in the two large orphan homes in Los Angeles — the Catholic on Boyle Heights and the Protestant in the northwestern part of the city.

OFFICIAL OPINIONS.

County Superintendents May Teach.

A county superintendent who receives a salary of less than fifteen hundred dollars per annum may teach, but if he does, he must be regularly employed by a board of trustees or a board of education, and he is subject to all the rules and regulations that are applicable to other teachers.

Pianos Not Apparatus.

The opinion has often been given by competent authority that pianos and organs are not school apparatus, therefore cannot be purchased with library funds. They are articles of furniture.

County Board Adopts Course of Study.

Boards of school trustees cannot determine what subjects shall be taught in the public schools, that is a prerogative of the county board of education acting under stipulations of the law.

Districts Lapse Only at the End of the School Year.

A school district ceases to exist either by failure to maintain a six months' school during the school year or by lapsing on account of failure to maintain an average daily attendance of five or more. It cannot be declared lapsed until after the first of July.

School Trustees Have Authority to Open and Close School.

The county superintendent has authority to open a school only as provided by section 1545 of the Political Code, where the school trustees fail to elect a teacher and open school, and where the funds are sufficient. In all other cases it is the authority of the school trustees to order schools opened and closed.

School Age is from 6 to 21.

Section 1662 of the Political Code provides that all children between six and twenty-one years of age residing in the district may be admitted to the public school, and the board of trustees or board of education has power to admit persons over twenty-one, or persons and children that do not reside in the district, whenever good reason therefor exists

Unprofessional Conduct.

A teacher, even tho he be a member of the county board of education, who has knowledge of the questions to be given as a test for promotion or graduation, and who drills his pupils on such questions for the purpose of passing the examination, is guilty of the grossest sort of unprofessional conduct; and he is amenable to the law provided in cases of immorality and unprofessional conduct. See subdivisions 5th of sections 1521 and of 1771 of the Political Code.

Books for High Schools.

The high school law, section 1670 of the Political Code, re-enacted at the last session of the State Legislature, provides that the text-books for high schools shall be uniform thruout the state and shall be adopted by the high school boards from a list of books prepared and recommended by the State Board of Education.

The State Board of Education has not yet prepared the list of high school books in pursuance of the foregoing law, but will probably take action in the matter at its next meeting, which is called to be held on Saturday, June 29th.

THOS. J. KIRK,
Superintendent of Public Instruction.

NOTES ON TRUSTEES.

The board of trustees should formerly elect and notify the teacher selected at the first meeting of the board in July.

The election of school trustees took place Friday, June 7th. The reports indicate that an active interest was taken in many places

The election of clerks will take place the first Saturday in July. It is important that a meeting take place in accordance with the law, and the county superintendents be immediately notified, so that the blanks, official journal, etc., will be mailed to proper parties.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1 50 a year. Single copies, 15 cents.

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HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

THE POPULAR novels indicate the masses adore mental cleanliness and intellectual mediocrity.

* * *

THE MEETING of the National Educational Association of Detroit promises to be of more than usual interest. State Director James A. Foshay publishes a statement of interest to Californians in this number.

* * *

VACATION DAYS are here. Vacation is from the Latin *vacare*, *vacatum*—to leave empty, to cease from filling or to occupy. It is to be strenuously hoped that the deserving teacher will not leave the district with an empty pocket book, and that vacation does not mean a permanent ceasing to occupy. The trustees should notify the teachers at the earliest possible moment of their reëlection for the ensuing year.

* * *

IT IS ALWAYS a difficult matter for teachers who have just received their credentials as teachers, and also for teachers who desire to change their positions, to get information about vacancies. It is the custom in the British Empire for trustees and boards of education to advertise for teachers. Boards of education in this country avoid publicity. Why? Superintendent Atkinson of the Philippines sent circulars to every state superintendent, and presidents of leading normal schools and universities, and wisely, too. A member of the Board of Education came to the editor once and whispered in his ear as tho it were a great secret: "We want a teacher of English and history in our high school, but do not tell anyone." Why? In order that there may be wise selections, vacancies should be given the widest possible publicity. In the six years that THE JOURNAL has been in existence, there has been but one instance — that of the County Board of Education of Shasta County— that a notice has been sent for pnblication requesting teachers to submit credentials and applications. There can be only one interpretation of secrecy about vacancies, that one is not creditable to school boards. There has grown up a strong demand for teachers' agencies, for experts. The demand comes from school boards and school teachers. A board of education desires a teacher equipped in certain particulars; the agency has over five hundred applications to select from. The board has, therefore, a good chance of getting the right teacher for the right place. Our educational system demands the teachers' agency. Without it the man of ungodly nerve, and the woman with the personal or political pull, get the best places. There has been a custom of late years for boards of education to write to the universities for teachers. Experience has taught that the universities must exercise the greatest possible care. Neither President Wheeler nor Jordan will recommend graduate students for positions. This is done by some one connected with the University

who has special ability. In the University of California Mrs. May Cheney is the appointment secretary. California has always been fortunate in having teachers' agencies conducted on a professional basis. Miss Anna McNeil, who conducts the Pacific Coast Bureau of Education, was formerly a high school teacher, and is strictly honorable in her dealings with teachers and boards of education. The Fisk Teachers' Agency, represented by Calvin Esterly in San Francisco and Mr. C. C. Boynton in Los Angeles, has an excellent record for efficient services, and a professional spirit characterizes all their work. The prejudice that exists against teachers' agencies is caused by the fact that there are quack teachers' agencies, the same as quack doctors, shyster lawyers, etc. Teachers should use every professional means to secure a suitable position, and trustees are entitled to use whatever means that will enable them to secure expert teachers.

* * *

THE EXAMINATIONS are now in progress. Boards of education delight in the knowledge that children place on foolscap paper during the closing days of school. The time approaches slowly when examinations will be given not as a test, but as an educational exercise. Katherine Shute, altho a woman, hits the nail on the head in the following: "The schools are not so thoro as they were," says one; "my children do not begin to have the definite information that I had at their age." But an inquiry into the nature of that much-prized information reveals that it consisted in a surprising degree of such details as the following: a chronological arrangement of all the soverigns of England, with an extra touch of great value in the names of the wives of King Henry VIII.; a list of all the highest mountain peaks in the world, with their respective heights in feet; the names of twenty or more of the largest rivers of the globe, with their length in miles; the number of killed and wounded on each side in the various battles of the Revolution; lengthy rules in grammar, to be learned verbatim, altho they express facts which any child could state from his own observation and in his own words; long lists of prepositions and conjunctions, and of masculines with their corresponding feminines, which no person not in charge of a zoölogical garden would ever have occasion to use and which were likely to be so mismated in the effort to marshal them out in pairs in the recitation, that Noah himself would have been thrown into endless confusion at the spectacle. It would have been useless to try to show the mother in question that she had long ago forgotten this information, that only a part of it had ever had the least practical worth, that the real value of her school days had lain in other phases of her work, and that the time spent in mastering such details as I have mentioned might have been occupied in reading great literature, and in coming into closer sympathy with the vast, friendly, out-of-door world. It was the conservative's sigh for things as they had been; and there is only one possible cure for the extreme conservative, the panegyrist of the good old times, and that is a strong dose of the actual history of the schools."

* * *

NICHOLAS MURRAY BUTLER'S editorial in the June *Review* on Dr. G. Stanley Hall's "Confession of a Psychologist" in the Pedagogical Seminary, is great. It is full of yellow richness. Here is one sentence: "The article itself is so redolent of strong personality, and so admirably written that it will not bear either compression or sampling." Here is something different: "It has been said of John Locke that he built his philosophy upon a metaphor taken as a fact. We cannot help thinking that the same is true of President Hall's ecstacy over 'research,' 'contributions to knowledge,' 'standing at the boundaries of human learning,' and so on. All of these terms and phrases and many others like them are current in university life, and are coming to mark a sort of academic cant which is quite unworthy."

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3 R. D Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

Northern California Teachers' Association, October 31-November 1 and 2, at Chico. G. H. Stokes, President.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The University of California will hold its Summer Session June 27 to August 7, 1901.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A Crookshanks, Visalia.

NOTES.

S. C. Phipps has been elected one of the teachers for the Philippines.

Prof. T. P. Bailey Jr. is on the program of the N.E.A. this year as assistant professor in pedagogy, University of Chicago.

Prof. John Dewey of the Chicago University was selected as the speaker for the graduating exercises at San Jose State Normal.

Prof. H. B. Lathrop of Stanford University, has resigned on account of the Ross affair. Prof. Lathrop goes to Wisconsin University.

Dr. W. O. Krohn, author of "Krohn's Hygiene," the best text-book on the subject published, is chairman of the Department of Hygiene of the N. E. A.

Superintendent J. S. Kendall of Texas has resigned to accept the presidency of a new normal school, and Professor LeFevre has been appointed to take his place.

Alex E. Frye, ex superintendent of the schools of Cuba and author of Frye's Geography, is mentioned for superintendent of the schools of San Bernardino.

President David Starr Jordan sailed June 1st for Hawaii. He, in company with several scientists, will study the fishes for the U. S. Government for several months.

President Wheeler of the University of California has been appointed a member of the board of visitors of West Point Military Academy He will be absent about one month.

The county board of education of Kern County suspended a number of high school pupils because they rebelled against the commercial graduates being given a conspicuous place on the platform.

"How long do you think a teacher should remain in the same school," said Trustee Norvell to two of his friends several years ago. "Why, there should be a change every two or three years." "All right," said Trustee Norvell, "your friends shall have positions, and at the end of three years I will see that they are dropped. The young ladies are still in the school, and they can remain there for four years if their friends will only withdraw their objection to the four-year term. Will they do it?—Merced Express.

The teachers of Hemet and neighboring districts gave a banquet at Hotel Hemet, April 27. Superintendent Hyatt and J. A. Rice were invited guests. Mr. Hyatt responded to the toast, "The Bad Boy." He of course gave reminiscence of his own barefoot adolescence.

A. B. Martin, the new teacher of science in Los Angeles High School, has a most excellent record as a teacher and student. The "Alhambra Advocate" says: "He has been a faithful and painstaking instructor. Teachers, trustees and pupils regret to lose him."

Mrs. Rose V. Winterburn, who has achieved rank as the first teacher of history in California, has severed her connection with the Stockton schools. Mrs. Winterburn, and her husband, instructor in drawing in the University of California, will spend some time in Europe in study.

Joseph O'Connor, who is one of the old guard of the San Francisco school department, has been granted a leave of absence to go around the world with the "Examiner" high school boy. Mr. O'Connor will have an interesting store of up-to-date information for school work when he returns in August.

The exercises at the University of California on Commencement Day were in many respects the most notable ever held. Preparations were made for President McKinley. He was absent on account of Mrs. McKinley's sickness, but the cabinet officers, the governors of various states, and the great crowds made the occasion memorable.

Dr. Atkinson left Manila on the 11th of March, accompanying the U. S. Philippine Commission on a tour of the islands to the south. While the Commission is attending to the matter of civil governments, the general superintendent is collecting a mass of important and interesting information as to school conditions and possibilities, with particular reference to the vigorous

inauguration of American school methods when the trained teachers arrive from the United States. The large islands visited, beside the southern part of Luzon, are Panay, Negros, Cebu, Masbate, Leyte, Bohol, Jolo, Mindanao and probably Mindoro.

It is understood that the normal school board, Flag Staff, A. T., has decided upon the retention of Principal Matthews and of practically the whole corps of instructors. A substantial recognition of the efficient work of Prof. Irish is a raise in his salary to $1500 per annum.

Dr. Elmer E. Brown, of the University of California, has been granted a vacation for one year. Dr. Brown has stood at his post of duty in the University for nine years, and is entitled to rest. It is understood that during the year his work on secondary education will be published.

Prof. Elwood P. Cubberley of Stanford University has been granted a year's leave of absence. He will study in the East. David Snedden, formerly of the Paso Robles High School, and more recently of Columbia University, will be the acting head of the department in Professor Cubberley's absence.

C. C. Birchard, who, with the exception of Mr. Smith of Ginn & Co., and one other, was the most popular representative of a publishing house that ever sang his song as expert advisor of county boards of education on this coast, has resigned from the American Book Company, and started a publishing house of his own in Boston.

F. M McCully has been selected as deputy superintendent of schools by Superintendent R. B. Bryan. Mr. McCully is editor of the "Northwest Monthly," and is an expert on matters connected with public schools (with the exception of text-books on geography). He is well-equipped by his experience as a teacher and editor to act as chief assistant to the superintendent of public instruction.

Miss J. Annabel Read of San Diego left on the Lawton for Manila. She has been appointed special teacher of English in the Normal Department. If Superintendent Atkinson has been as fortunate in all of his selections as in the case of Miss Read, then his army of a thousand teachers will indeed conquer the Philippines. Miss Read is a teacher of twelve years' experience, a normal graduate, a special student in English at Summer schools at Berkeley and Harvard, and elsewhere.

The Alameda County Teachers' Club has elected the following named officers: President, Miss C. P. Leet; vice-presidents, Mrs. E. M. Bartholomew and C. E. Merwin; treasurer, Miss M. A. Sullivan; corresponding secretary, Miss Esther Frank; recording secretary, Mrs. Elise D. Reynolds; program committee—Mrs. E. M. Bartholomew; Miss Abbie Phillips, Miss Esther Frank, Miss Beatrice McDonald and Miss G B. Playter. The club's financial condition, already strong, has been improved by the receipt of $224 from the Ernest Seton-Thompson lecture given recently to the school children. The membership includes half of the teachers in the Oakland school department.

"Welcome to Our Great Commoner," is the appropriate title to a neat and artistic illustrated poetic pamphlet written and published by the veteran schoolmaster, John C. Pelton. There are three special poems, one to the President, one to Mrs. McKinley, one to the Ohio. Professor Pelton has the gift of writing poetry with great facility. The poems in the present pamphlet are the very best he has ever written, and the pamphlet is a charming poetic souvenir, not only of the President's visit, but also of Professor Pelton's gift of song.

Prof. A. B. Coffey of the University of Washington will not teach next year. On his recommendation Prof. A. H. Yoder of Chicago was selected to fill the chair of pedagogy in the absence of Professor Coffey. Professor Yoder was at one time selected as a special teacher of pedagogy in the San Francisco schools, but on account of adverse local conditions resigned at the end of the year. Later he was president of Vincennes University, Indiana. Some six months ago he began the publication of the "Journal of Adolescence." Recently it was merged with the "Child-study Monthly," with Yoder as the editor, and A. W. Mumford publisher. Professor Yoder is an earnest student, and his studies of critical periods in the life of the child will have a permanent place in the literature on pedagogy. Professor Coffey's absence will be a distinct loss to the State of Washington. He is an inspiring teacher, a cheerful and kindly helper to those who need help, and is unequalled as a promoter of ambition in teachers and pupils. Professor Coffey's work has done much to build up the University during the past two years.

The present teaching force in the Philippines consists of about 150 teachers, many of whom are discharged soldiers who have remained to teach in the provinces. The school law provides authority for employment of one thousand teachers from the United States, at salaries from $75 to $125 gold per month, twelve months in the year. About four hundred have recently been notified by letter of their appointment, and are expected to arrive in July and August. Upon receipt of the letter of appointment the appointee should write to the War Department, Washington, D. C., and await instructions as to transportation.

The division superintendents have been appointed, but replies have not yet been received from all. Schools are being organized and new buildings are being erected in many towns, and considering all the difficulties to be overcome, the prospects are very encouraging and as a rule teachers are very enthusiastic and well pleased with their work. A preliminary term of the

normal school commenced in Manila, April 10th, for the instruction of native teachers in English and modern school methods. The attendance is large, some four hundred having matriculated. The regular normal will be established in June, and trade and agricultural schools later. No high or advanced grammar schools have as yet been established.

Susan Lord Currier, Superintendent of Skagit County Washington, in addition to superintending the schools of the county, edits an educational journal, and is assistant editor of a literary journal, the "Coast," published in Seattle. A recent issue contained a strong, virile, magazine story from her pen, entitled "Mannigan."

W. G. Durfee has been elected to the position of principal of the Shasta County High School. Mr. Durfee taught at Escondido, San Diego County, last year, and the year before at Redding. The Shasta County High School, at Redding, is noted for its excellent faculty and the able manner in which the county board of education has conducted its affairs.

Jean Parker, principal of the Broadway School, San Francisco, has resigned, and Miss Amy Campbell has been elected to take her place. The name of the Broadway School was changed by the Board to Jean Parker. Miss Parker has been appointed to a position of preceptress and principal of the Training Department in San Francisco State Normal School.

The Executive Committee of the Northern California Teachers' Association met in Chico Saturday at the Normal school building for the purpose of deciding on the next meeting place, the time and the program. There were present Dr C. C. Van Liew and Professor E. I. Miller of Chico, Superintendent Reager of Willows and Mr. G. H. Stokes of Maryville. It was decided to meet at Chico, October 31, November 1-2.

The "Proceedings of the California Teachers' Association" has been issued. The editing and compiling was in charge of Mrs. M M. FitzGerald, the secretary. The work has been carefully done. The volume contains 420 pages. It is a valuable contribution to educational literature, and should be in every teacher's library for reference and study. For copies, address Mrs. M. M. FitzGerald, 1627 Folsom Street, San Francisco, Cal.

♥ ♥ ♥ ♥

Deafness Cannot be Cured

by local applications as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and until flammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surfaces.

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♥ ♥ ♥ ♥

Superintendent O. M. Doyle and wife of Lassen County spent a week in San Francisco recently.

Teachers' Institutes.

Superintendent Mrs. A. C. Woods held her institute at San Luis Obispo this year, May 8, 9, 10. She had an excellent corps of instructors, and the teachers took an active interest in the institute.

Superintendent J. F. Barbee held the Mendocino County Institute the week beginning May 21, D. R. Augsburg, and Professor E. P. Cubberley were the instructors. The institute was a notable success.

Superintendent Etta M. Tilton held a very successful institute at Pescadero, San Mateo Country. Miss Howe of the San Jose State Normal School, and Professor T. L. Heaton of the University of California were the principal instructors.

♦ ♦ ♦

Many Teachers Chosen from Western States.

Colonel Edwards of the Insular Bureau of the War Department has published a list of teachers for the Philippines who Colonel Long in San Francisco has notified by wire to be in San Francisco, if possible, in time to sail by the transport Sheridan. Among them are the following from Western States:

T. C. Chase, Berkeley Cal.; Irving Needham, Esparto, Yolo County, Cal.; Thomas O. Hansfield, Haywards, Alameda County, Cal.; Benjamin G. Bleasdale, Los Angeles, Cal.; George W. Campbell, Santa Ana, Orange County, Cal.; Charlotte F. Neale, San Diego, Cal.; Lucille E. Keyes, Ramona, San Diego County, Cal.; Ben P. Wright, Los Angeles, Cal.; L. E. Christensen, Metz, Monterey County, Cal.; Robert Neeley, Monrovia, Cal.; J. Anabel Read, San Diego, Cal.; Charles A. Weise, Norwalk, Cal.; W. S. Davis, wife and five children, Colville, Wash.; Miss Minerva Udell, Tacoma, Wash.; Miss Margaret C. Thomas, Los Angeles, Cal.; Miss Jessie L. Durham, Bolinas, Marin County, Cal.; Miss Della Balsam, Visalia, Cal.; John H. Whitaker and wife, Astoria, Or.; T. W. Thompson and wife, Buckley, Wash.; Prescott F. Jemegan, Everett, Wash.; Miss Caroline Hayes: San Diego County, Cal.; W. S. Leek, San Jose, Cal.

Other states are represented as follows: Alabama 3, Connecticut 1, Georgia 1, Illinois 11, Indiana 9, Iowa 7, Kansas 7, Maine 2, Massachusetts 8, Michigan 5, Minnesota 2, Missouri 2, Nebraska 2, North Dakota 1, Ohio 7, Pennsylvania 4, Tennessee 2, Vermont 2, Virginia 2.

F. W. Atkinson has tendered these teachers their places. It was stated at the Civil Service Commission that no civil service examination for positions of teachers in the Philippines had been held, as these positions had not been classified by the Commission. It was further stated that section 23 of the act extending the civil service law to the Philippines provides "that this act shall not apply to school teachers of the department of public instruction, for which special legislation will be provided."

The appointment of school teachers for the Philippines, while made by the Taft Commission, really comes under the jurisdiction of the War Department. The 600 school teachers asked for by President Taft of the Philippines Commission will be appointed from this country. All appointees and employes will be furnished transportation from San Francisco, but must pay their traveling expenses from their homes to San Francisco. It is understood that when they board a United States transport they will be placed on half salary until their arrival in Manila when they shall receive full pay. It is probable that most of the 600 teachers asked for will be appointed from the Pacific Coast States.

Detroit Meeting, National Educational Association, 1901.

The next annual meeting of the National Educational Association will be held at Detroit, Michigan, July 8 to 12, 1901. The executive committee has announced that the rate of one fare for the round trip, plus the usual $2.00 membership fee, has been secured for the Convention, from every railway line in the United States except from points west of Montana on the northern transcontinental lines. Tickets to Detroit and return, from all California common points, will be on sale July 1st and 2nd, at rate of $82.25 for the round trip. The going trip will be continuous, without stop-overs. Stop-overs will be issued on return trip west of Missouri River points. The date of expiration will be the sixtieth day after date of purchase. For further information, see local ticket agent.

A most excellent program is being prepared by President Green, and the local entertainment committee is making special preparation for the entertainment of a large number of visitors which it will be required to entertain.

Next to Buffalo, Detroit will be the most interesting place in the country, this year. It is hoped that California will send a large delegation.

Teachers and friends of education who contemplate a trip east this summer should take advantage of this opportunity to receive low rates by becoming members of the Association.

Excursions will be offered to members of the Association to the different resorts around the lakes, the Atlantic coast, and to the Pan-American Exposition at Buffalo.

There are certain advantages which active memberships furnish, and it is desirable that such memberships should be increased in our state. I would therefore call the attention of teachers and others interested in education, who are not already enrolled as active members, to this opportunity to thus permanently identify themselves with the interests of the Association.

JAMES A. FOSHAY,
State Director N. E. A.
May 20, 1901. Los Angeles, Cal.

◆ ◆ ◆ ◆

Report of the President of the Lincoln Monument League.

Editor Western Journal of Education—

DEAR SIR: Will you oblige me by inserting in your next issue this expression of my thanks to the many teachers of California who interested themselves in the ten cent subscription to the Lincoln monument on Lincoln Day?

We collected a little over $584.00. This represents about 5000 school subscriptions of a dime each. What I think is a pathetic part of the collection affair was the receipt of a dime wrapped up in a piece of tissue paper, and sent from Lake County by "a little girl."

I should like to take that ten-cent piece and put it in a circlet of gold and fasten it on a conspicuous facing of the proposed monument. That to me would be the most sacred spot in the whole structure.

I am grieved that the subscription proposition was opposed in many of the larger cities by superintendents whose patriotism we cannot question. I believe this was done under a mistaken notion that our monument is to be a mere "city improvement."

This is not so. There is not one Lincoln monument on the Pacific Coast. There ought to be one. We all agree to that. Then let the people all unite and have a Peoples' State Monument, and let the question of locality remain as an after consideration.

I hope to live to see a Lincoln monument in every county of California, but until the time is ripe for that let us have at least one grand monument erected by the people of the whole state. Respectfully,

W. W. STONE,
President Lincoln Monument League.

◆ ◆ ◆ ◆

Resolutions in Honor of J. B. McChesney of Oakland.

WHEREAS, J. B. McChesney, after thirty-two years in the service of the Oakland High School as principal, has tendered his resignation to the Board of Education, and

WHEREAS, Under his principalship our high school has grown from a single class of five pupils to one of the finest institutions of its kind in the State, and

WHEREAS, Mr. McChesney has devoted the best part of a well-spent life to the interests of the people of Oakland and of the State of California, and

WHEREAS, He has been our best friend and advisor during our school life, and has thoroughly sympathized with us in all our affairs, and

WHEREAS, In the resignation of Mr. McChesney the cause of education in California loses a tried and conscientious as well as a deservedly eminent worker; therefore be it

Resolved, That the members of the class of June, 1901, of the Oakland High School, hereby express their profound sorrow and regret at the loss of Mr McChesney to the school, as well as their gratitude for his constant and kindly guidance during the three years of association with him, and be it further

Resolved, That as a permanent token of their deep and lasting regard for Mr. McChesney's character and attainments, the class number of the *High School Aegis* to be issued on the 6th day of June be dedicated to him.

CARL HOFFMAN,
FRED ELLIS,
LOUISE HAGAR,
ADA SHREVE,
EDGAR BONNEMORT,
Committee.

◆ ◆ ◆ ◆

J. B. McChesney has resigned the principalship of the Oakland High School. He has been with the school for thirty-three years. The Oakland High School has always ranked among the leading high schools of the state. Much of the credit of its high rank belongs to Mr. McChesney. The alumni of the school protested against his resignation, and the school passed resolutions highly creditable to the principal and his work. Mr. McChesney was connected with the Official Journal of Education for a number of years. He always took an active part in educational meetings, and it is hoped that his retirement from the principalship of the Oakland High School will not mean his retirement from the active field of educational work.

The entire faculty of the Los Angeles Normal School has been re-elected, with the exception of Miss Moore, who resigned.

Joaquin Miller delivered the graduating address to the students of the Pacific Methodist College, at Santa Rosa, Monday, June 3.

BOOK REVIEWS.

Titian. A Collection of Pictures with Interpretation, by Estelle M. Hurd.

This is the fourth of the 1901 series. It is surely commendable to select Titian as one of the "Art Series". He touches both the physical and mental, both the conventional and sensational, the real and the mythical, so that to know Titian well is to possess a fair education in art. Cloth. 40 cents. Any four consecutive numbers, paper, $1.00; cloth, $1.50.

Johannes: A Tragedy. By Hermann Suderman. Edited by F. G. G. Schmidt, Ph.D., Professor of Modern Languages, State University of Oregon.

This German tragedy is based upon the Biblical story of John the Baptist, Herodias and Salome. Tho not strictly true to the Bible narrative it is a strong drama and is fitted for class use, both because it is a type of dramatic literature as well as because it is written in German. It is one of Heath's Modern Language Series. D. C. Heath & Co., Boston.

Greek Sculpture. A collection of sixteen pictures of Greek marbles with their interpretation. By Estelle M. Hurl. Riverside Art Series. Houghton, Mifflin & Co., Boston.

This little volume brings together the greatest variety possible to the space given. The pictures are specimens of the highest art, taken from original sources. An introduction treats of Greek art in general, and thruout the book the interpretations and criticism are illustrated by copious extracts from Homer and Ovid. This is the third of the series for 1901. Cloth, 40 cents.

The Story of Little Nell. By Charles Dickens. Edited with an introduction by Jane Gordon. Cloth, 12mo, 357 pages. Price, 50 cents. American Book Company, New York, Cincinnati and Chicago.

This is the latest addition to the series of Eclectic School Readings, so widely and favorably known to teachers. It comprises the groundwork and much the larger portion of "The Old Curiosity Shop," and is given in the present volume just as Dickens wrote it, but freed from the various episodes and other passages originally employed to introduce other characters.

First Studies of Plant Life. By George Francis Atkinson, Ph.B., Professor of Botany, Cornell University.

There cannot be too many books such as this, to kindle in child-mind a love for and sympathy with nature. The book is well described in the introduction by Anna Botsford Comstock, of the Nature Study Department of Cornell University: "'First Studies of Plant Life' has been written with the sole view of bringing the life processess of the plant within the reach of the child and, with the aid of the competent teacher, it will certainly be comprehensible to the pupils of the lower grades. In this book the plant stands before the child as a living being with needs like his own. To live, the plant must be born, must be nourished, must breathe, must reproduce, and after experiencing these things must die. When the child has once become acquainted with the conditions and necessities of plant life, how different will the world seem to him. Every glance at forest and field will tell him a new story."

The typographical appearance of the book is superior, and the illustrations are scientifically correct and artistically beautiful. Ginn & Company, Boston.

The Blaisdell Speller, Book I. By Etta Austin Blaisdell and Mary Frances Blaisdell, authors of "The Child Life Readers." New York, the Macmillan Company.

We have not spelled all the words in this book, nor have we read all the pages. The reason for not doing so is that the peculiarities of the Notes to Teachers brings us up with such a sudden stop that it is difficult to gain momentum sufficient to carry us on. The first statement is not an uncommon one, but it is, nevertheless, doubtful. That "this is a generation of poor spellers" depends entirely upon the methods of comparison. There is no evidence that there are more mistakes in the correspondence of this generation than in that of the last. To be sure there are no more "specialists" in each neighborhood who gain fame by "spelling down" the teacher and all other competitors at the old-fashioned spelling school. But the modern typewriters who hold their responsible positions by their ability to spell and write correctly easily offset the champions of the last generation.

But these "notes" go on to say that this speller will give such power to pupils that "they may be able to spell not only words which they have studied, but also words which they have never seen." This is a new philosophy, that the ability to name the letters of a word depends upon mental power. This reminds us of Josh Billings' assertion that he could spell any word he wanted to use. If the authors had in some way defined the meaning of "power" as used in this connection, perhaps no inconsistency would arise. But on reading farther down, we find the following statement: "Few of the words in the English language are spelled as they sound, but the ear and mind should be trained to hear and record all of the sounds and syllables in a spoken word. This training, if carefully conducted, will help the pupil in spelling words which they have never studied or even seen." Now there we have it: Note carefully how words SOUND, and since they are seldom spelled as they sound, then spell them some other way. This reminds one of the school boy's definition of salt—"It's what makes the potatoes taste bad if there isn't any on em." And this is the plan to develop power.

It is unfortunate to find such a confusion of ideas in the introduction to a book. The speller is after all quite a good one. There is no "long felt want" supplied by it, but the publishers should have a speller to sell, and this one will do as much good and as little harm as others used in the public schools. It possibly gives more than average emphasis to the co-relation of reading, language, literature and general information, with spelling, which is to be commended. The Macmillan Company, New York.

The Child: His Nature and Nurture. By W. B Drummond.

This is one of the "Temple Primer" series. It is an introduction to child study, and is designed to lead to a more extended study by further research. The book treats of Nature and Nurture, Child Study, The Surroundings of the Child, Care of the Infant, Growth of the Child, The Senses, The Muscles, The Emotions, The Will, Habit, and Froebel and Kindergarten. The list of reference books at the close of the book will be of service to any reader who extends his study beyond this volume. J. M. Dent & Co., Bedford St., London.

Life of William Penn, et al.

The Riverside Biographical Series has been planned to give wider knowledge of the American people and institutions thru biographic studies of its great leaders. The list of men to be treated include leaders in state, army, church, literature, art, science, industry, invention, and all fields of activity which make up national life. The books already issued are Andrew Jackson, James B. Eads, Benjamin Franklin, Peter Cooper, Thomas Jefferson and William Penn. In preparation: Lewis and Clark and General Grant. Small 16mos of about 100 pages. School edition, each, 50 cents. Library edition, each 75 cents.

LITERARY NOTES.

"The College Bred Negro" is the title of a social study under the direction of Atlanta University. Price, 25 cts.

President Charles C. Van Liew has an article entitled "Social Phase of Geography" in the 'Bulletin of American Bureau of Geography."

Hugo Munsterberg has an extremely fascinating article in June "International Monthly" on "The American Woman," German point of view.

"The Review of Reviews'" success has led to many imitators, but no equals. It is by far the best magazine for busy people. The June number is very interesting.

"The Atlantic Monthly" for June is an interesting number. "The Atlantic" is the standard publication for educated people who are interested in literature, politics, and high class discussion of timely educational problems.

Chas. S. Fee, of the Northern Pacific Road, has issued "The Wonderland," 1901. The frontispiece is a beautiful picture of "Custer's Last Stand." The booklet is descriptive of the northwest tributary to the Northern Pacific, including the picturesque Yellowstone, Custer's battlefild, and also the history of the unique trade made of the Northern Pacific. Every teacher can secure one of these rare and artistic publications by sending 6 cents postage to Chas. F. Fee, Northern Pacific Railroad, St. Paul.

"Sunset Magazine," issued monthly by the Southern Pacific Company, is growing in interest each issue. There is a large and appreciative clientage for the magazine. I secured six copies of the May number and placed them on my desk, and all the copies have been purloined. This shows lack of moral education, but a highly developed artistic appreciation. "The Sunset Magazine" is a credit to California and to the Greater West.

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BOOK REVIEWS.

Wigwam Stories, Told by North American Indians. Compiled by Mary Catherine Judd, with illustrations by Miss Angel de Cora.

These stories have been gathered from various sources, but largely from the works of Schoolcraft and Hale, the leading authorities on Indian lore. The book is illustrated by a very skilled Indian artist, and the pictures therefore reproduce the atmosphere of Indian life with marked fidelity The book is suitable for supplementary reading for intermediate grades. Ginn & Co., Boston.

Hinds & Noble will publish this month "A New Beginner's Latin Book," by Hoch & Bert; "Pieces for Every Occasion," and "A Well-Planned Course in Reading," by Caroline B. Le Row; "How to Use the Voice in Reading and Speaking," (new edition) by Ed. Amherst Ott; "1000 Classical Characters Briefly Described," by Ivory Franklin Frisbee; "A New parliamentary Manual," by Edmond Palmer, and "20th Century Educational problems," by Alexander Copeland Millar, A.M., President of Hendrix College.

The Childhood of Ji-Shib the Ojibwa, by Albert Ernest Jenks, Ph.D.

This little book was taken to the home of the editor, where a little girl, unobserved, read the first chapter. The book was taken away, and the next evening the child sought for it, begging that she might read to the end. This interest attracted the editor to the volume, and after careful reading, we do not hesitate to place it beside Longfellow's Hiawatha in a child's library. The Indian is soon to be of the past. It is by such books as "Ji-Shib" that what is beautiful, poetical of his life, is made to contribute to the culture of the pale-face, by leading near to heart of Nature. Published by the "American Thres man," Madison, Wisconsin.

"What is a Kindergarten?" by Geo. Hansen, lands architect, Berkeley, Calif. "What is a Kindergarten? playground of the child; the home of the mother: battlefield of man; the anchor ground of patriotis That landscape gardening as a professional art is a duct of kindergarten philosophy; that the æsthetics nature and the æsthetics of child life are identical, new application of Frœbelism. It is, in fact, Frœl doctrine carried further than Frœbel applied it. The thor believes there is a "consistency of association" wh should be considered in fixing a child's environment. " crimination in what is to surround our children is wo volumes of teaching in later life." The author's pro sion is that of a landscape architect. His book, while thusiastic, is essentially practical, offering valuable gestions in the selection and placing of plants and ap priate shrubs and trees. It is inspired by love for child and for nature, It is a valuable addition to p gogical literature. Published by Elder & Shepherd, Post street, San Francisco. Price, 75 cents, net.

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Edited by Harr Wagner

JULY, 1901

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By William J. Milne, Ph.D., LL.D, President New York State Normal College, Albany.

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MOREY'S OUTLINES OF ROMAN HISTORY $1.00

By Wm. C. Morey, Ph.D., Professor of History and Political Science, University of Rochester.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH FOR STUDY AND PRACTICE. 1901–1905 .80

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By Maurice N. Kuhn, B. ès L. (University of Paris), Master in the Ecole Normale de Paris.

GARNER'S SPANISH GRAMMAR 1.25

By Samuel Garner, Ph.D., recently Professor of Modern Languages, United States Naval Academy.

HARPER & BURGESS'S ELEMENTS OF LATIN 1.00

By Wm. Harper, Ph.D., D D., LL.D., President of the University of Chicago, and Isaac B. Burgess, A.M., The Academy of the University of Chicago.

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By Mary Hamer, Taunton High School. Edited under the supervision of John T. Buchanan, Principal DeWitt Clinton High School, New York.

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School; Leisure.

LUTHER GULICK.

PRATT INSTITUTE MONTHLY FOR APRIL.

From its derivation and in its original meaning, "school" signifies leisure; the idea being that leisure gives time for mental assimilation and growth. This growth, associated with a suitable environment, is a fundamental tho easily forgotten basis to education. While it is true that children grow as plants grow, in a suitable environment, still it is also true that children need training as plants do not need training; mere leisure will not teach one to read or write, to multiply and divide. The race has accumulated a great fund of experience, which the child must make his own before he can take his larger place in the world. For these two objects,—growth and training,—human beings need, and the schools must supply, education looking in the two directions: first, towards natural and wholesome growth of the whole individual, physical, mental and moral; and second, towards technical training in the things that the race has thought and done.

We may call the first branch of education referred to, subjective or individualistic; and the second, objective or social. These words are quite inadequate by themselves to express the meaning. We think of them as mere symbols.

It is evident that, during the earliest years of life, formal education—or, technically, social education—has but little place. Given a suitable environment, the little being plays and eats and sleeps, and unconsciously imbibes from his surroundings those things which are basal to his development. The plant puts forth leaves and flowers in successive, predetermined order, by forces that are resident within itself; and, during the early years of life, the child grows in ability to use its body and to think in ways that are almost as definitely prearranged as is the growth of the plant. With succeeding years of life, however, the child becomes ready with larger and larger power to assimilate those traditions which carry the accumulations of the wisdom of the ages, and to work out in the substance of his own brain and in the skill of his own muscles those great developments that have always been associated with distinctively human activity. Hence, with the passage of the years, the direct reference of education to growth may be less and less and the reference to social achievement more and more; but so long as

the individual has within him latent powers, the growth element must be reckoned with.

In the growth of the plants there is a time for the leaves, a time for the flower, and a time for the fruit. Each period is characterized by a certain growth. So with children up to adult life. Each period is marked by certain characteristics and these characteristics must be basal in determining the character and conduct of education during the corresponding years. In order, then, that we may answer the question as to what should be the essential character of education during the high-school period, we need first to answer the question as to what mental, moral, and social qualities are nascent during these years. Having answered this, we must next determine the way in which these nascent qualities can be best trained so as to fit the individual for his place in the social organism. We thus again see two views of the one process: the first an individual or subjective one, related chiefly to growth and development; the second, an objective or social one, related to the equipment of the individual for life within a coherent world.

Let us examine these two phases of education. Our first inquiry must be as to the nature of the growth going on during the high-school years, and will lead to a discussion as to the influence of this knowledge in determining the school program.

ADOLESCENT GROWTH.

Physical Characteristics.—Extended groups of measurements, embracing a total of 88,000 boys and girls in American public schools, give the following two tables in regard to growth (Boaz):

BOYS.

Years.	Height.	Increase.
10½	51.9 inches	.....
11½	53.6 inches	1.1 inches
12½	55.4 inches	1.8 inches
13½	57.5 inches	2.1 inches
14½	60 0 inches	2.5 inches
15½	62 9 inches	2.9 inches
16½	64 9 inches	2.0 inches
17½	66.5 inches	1 6 inches
18½	67.4 inches	0.9 inches

The average boy between fourteen and a half and fifteen and a half is on the summit of a curve of growth. That is, the tissues of his body are undergoing rapid development during these years, more rapid development than has occurred before, and far more rapid than will ever occur again. It appears as if a pulse of physical life were showing itself in this increased growth.

GIRLS.

Years.	Height.	Increase.
9½	49.7 inches	.....
10½	51.7 inches	2.0 inches
11½	5 8 inches	2.1 inches
12½	56 1 inches	2.3 inches
1 ½	58.5 inches	2.4 inches
14½	60.4 inches	1.9 inches
15½	61.6 inches	1.2 inches
16½	62.2 inches	0.6 inches
17½	62.7 inches	0.5 inches

Girls, too, have a rhythm of growth corresponding with that for boys, but coming two years earlier. The essential character of the growth during the successive years is similar in the two cases. In the boy it starts later and continues longer. From eleven and a half to fourteen and a half girls are taller than boys, but from birth to eleven and a half boys are the taller, and, from fourteen and a half on, boys are again the taller. With reference to height, girls come to their full stature earlier than do boys.

When we investigate the growth of boys and girls in regard to weight we secure the following data:

BOYS' WEIGHT BY YEARS.			GIRLS' WEIGHT BY YEARS.		
Years.	Weight.	Increase.	Years.	Weight.	Increase.
10½	65.4 pounds		9½	57.9 pounds	
11½	70.7 pounds	8.1 percent	10½	62.9 pounds	9.6 percent
12½	76.9 pounds	8.8 percent	11½	69.5 pounds	10.5 percent
13½	84.8 pounds	10.3 percent	12½	78.7 pounds	13.2 percent
14½	95.2 pounds	12.3 percent	13½	88.7 pounds	12.7 percent
15½	107.4 pounds	12.8 percent	14½	98.3 pounds	10.8 percent
16½	121.0 pounds	12.7 percent	15½	106.7 pounds	8.5 percent
			16½	112.3 pounds	5.3 percent

The figures in regard to increase in weight are given in percentages instead of in pounds, as the former seem more significant.

When we look at these figures, it appears that from eleven and a half to twelve and a half is the period of greatest increase in the weight of girls, on the average, and from fourteen and a half to sixteen and a half in that of boys. When we compare the two sets of figures, we see that soon after eleven the girls, who up to this time have been the lighter, pass the boys and keep their superiority in weight till they are about fifteen. The boys begin their period of more rapid growth later, but continue it much longer that the girls. The boy ultimately reaches greater weight than the girl.

There are many other great changes occurring in the teens. In the boy, hair grows on the face; the larynx changes so that the adult voice is secured, and the whole form takes the characteristics and developments that differentiate men from women. One of the most important changes that occur during the teens is in regard to the circulation. The heart becomes larger in proportion to the size of the arteries than it has been before; the result is, that now more blood is thrown into the circulation with each stroke of the heart than was sent during the early years. The consequence is, a higher blood pressure thru the whole body. This higher blood pressure must be reckoned with as one of the pronounced phenomena of adolescence. It means greater capacity for intellectual labor, as this is correlated with increased blood supply. It means capacity for more intense work of all kinds. Daily experience shows that boys and girls, perhaps more particularly boys, play with more intensity during adolescence—during this period of higher blood pressure — than ever before.

Intensity of the Living Forces.— An extended examination of the mortality tables made by Dr. Hartwell gives us the table in regard to the number of children out of a thousand who die during each period of life from nine up to twenty:

AGE.	GIRLS.	BOYS.	AGE.	GIRLS.	BOYS.
9-10	5.11	7.41	15-16	5.89	5.31
10-11	5.23	4.77	16-17	6.57	6.58
11-12	3.23	4 28	17-18	7.94	6.43
12-13	4.30	3.44	18-19	6.32	10.40
13-14	6.17	4.18	19-20	10.48	10.25
14-15	5.83	3.98			

By this table it appears that fewer girls die between the eleventh and twelfth years than at any other period, and that boys between twelve and thirteen have a greater chance of living thau at other times. They resist disease better. They resist all those elements in the environment that tend to produce death.

Putting all the facts that we have so far secured together, we get the following results:

During the teens, in both boys and girls, we seem to be on the summit of a wave of vitality, showing itself in a rapid increase in height, in weight, in the development of the heart and in increase in the blood pressure, and in the capacity to resist disease.

What bearings have these facts upon the character of education that should be given during these years? It appears that the ultimate size, shape, growth, and figure of the body are in great measure determined during the years covered by the high-school period. While there are exceptions to the rule, still it is true, that health during the whole of life will be largely related to habits formed during these years of adolescence. A great pulse of life is present. Shall this great pulse of life be allowed to give to each boy and girl that development of body, that vigor of tissue, that grace and carriage, and above all that power, which is basic to both effectiveness and morality? More important than any subject in the school curriculum is this gaining of power, of health, and of endurance. The first requirement of the secondary school curriculum is, that it shall put the individual into a condition of health and bodily development. We frequently hear the question asked, How is it possible in the secondary school to give adequate attention to matters of health? This question is not the actual one. The actual question is as follows: In view of the supreme value of health and wholesomeness, and of the great significance of adolescence with reference to these two things, what kind of conditions should be established in the school in order to give these qualities to the individual in the largest measure? After this question is answered, we may ask the question as to what is the best disposition of the rest of the time. We may get on passably well without any Greek history or geometry or Latin, but how shall we get on without health and without vigor? I venture to repeat, that the first condition the secondary schools should aim to bring about is that of health and vigor. The conditions that make for physical vigor are as well known as they are commonly violated. They are good ventilation; good carriage of the body while sitting, standing, and walking, as well as while in the gymnasium; ample time for daily bodily exercise, not only in the gymnasium, but out of doors. Absence of a sense of pressure and hurry—ample time for sleep and play—and other elements related chiefly to the home, are not mentioned,

although the school is not without both influence and responsibility even in these.

The first thought, then, in the construction of a high-school program should be the health of the pupil. It is frequently asked: In what way may attention to health be carried on in the high school without disturbing the program? To my mind this is an unfair question. I should put the inquiry in this way: To what extent may academic subjects be studied during the early teens without interfering with the health of the pupil? To that extent, and to that extent alone, should academic subjects be studied. The burden of proof does not rest upon those agencies that make for health. It rests rather upon those which are usually classed as higher; for all agree that health is a basal factor in morality, happiness, and usefulness, as well as a large factor in intellectual life. Let us, then, regard the first point as settled; let us assume that the high-school program shall be based upon the provision for each individual of a full measure of strength, health, and endurance.

Mental Characteristics.— It is not our purpose to discuss in detail the mental characteristics of adolescence, for this would carry us too deep into each separate topic. Boys' interests in the heroic, and girls' interests in the romantic deserve large consideration in the construction of a history course. The interests of boys and girls, alike in their material environment, in the daily occupations of their elders, and in the activities of the community, form a natural group of interests upon which to base a study of community life. The now rapidly growing interests of the children in dress, in things of beauty, in music and art, indicate that this is the critical period for the formation of taste. Hence any high-school course would be incomplete that did not give a somewhat prominent place to the cultivation of the æsthetic feelings. These, altho they do not appear to have a directly utilitarian effect, are large factors in determining our relationship to others, as well as the fullness and beauty of our own lives. The interests of boys and girls in construction, and the rapid growth in the use of the hand, are a definite plea for manual training.

Deeper, however, than specific interests, and, indeed, underlying nearly all of them, is a still larger factor that demands more thoro consideration. When we recall our own experiences during the teens, or when we observe the activities of the young people around us, we are struck by the impetuosity of youth and by the fact that children are so interested in what they are doing as to forget other, and what seem to us larger, things. The boy playing football, baseball, or shooting, bowling, swimming, rowing, camping, and hunting, takes hold with an intensity that is both puzzling and annoying to those who wish him to be doing other things. We desire the young to be faithful and persistent, whereas most of them are intense and spasmodic. The boy will collect stamps or shells, coins, or books, with the most absorbing interest for a few months, or for a lesser period, and then will frequently drop this activity altogether. A group of girls will be interested in reading certain books, and feel that their lives have been largely molded by the

influences brought to bear thru these books, but in the same hidden way their interest dies suddenly, and a new interest, as sudden and intense as the old, arises to take its place. If you analyze the plays of a group of children, boys and girls, for a year, we do not find that they are carried on with regularity, the children playing each every day, giving an hour a day to this and fifteen minutes to that. On the contrary, we find that the iuterests while they last are so dominant as to include uearly all of the child's free life. During football time, football is his one engaging topic, and other interests take a subordinate place. He plays football, practises football, talks football, reads about others' football scores.

This intensity differs vastly in degree from that which appeared during early childhood. The child of the earliest years, in its play, will each day do many things. It has but little capacity for consecutive attention, but touches now this and now that. At the first, a few seconds is as long as the child can give to any one thing, but the period continually lengthens. Growth in the power of consecutive attention is, in many respects, a measure of the strength of the mind itself. This growth goes on from year to year, but, with the advent of the teens, it is seen rapidly to approach adult form and to take on adult characteristics. The formative period for this capacity for intense work is during the years of spontaneous, deep interests. In education we seem to have largely ignored this capacity for intense work during the formative period, for we present as many topics to children in the high school as are presented to children in the kindergarten. The power of consecutive attention is not trained in this way, altho large groups of facts may be imparted by such means. The power of consecutive thought is trained by going deep into subjects. This power of concentrated mental work is of greater significance during the early years than is any one of the results of the work itself. Yet high-school programs have thirteen, or even more, topics a week to be studied. This is not in accordance with child nature, nor with the best development of the mind. It is not the way in which we adults secure the best work from ourselves.

Children, during the adolescent period, are immature adults; they are far more adults than they are babies. When the adult wishes to master a group of topics, he may study each every day for a specified time, or he may take them up successively aud familiarize himself with one topic at a time, until each is measurably mastered. Probably the best plan for the average person is to study one subject most, incidentally carrying the other subjects to a less extent, in order to give mental variety. In this way, by giving one subject prominence, an intellectual atmosphere is made in which the individual lives, so that growth is even more decided during the time when the individual is supposed to be resting than when he is working directly on the topic. This method of study, which is the method of most scholars, is the same method that is shown by the children's interests in plays and games. The interest in plays and games is significant no less than the method adopted by the scholar; for each shows the mind at work from within, adjusting itself to the problems without. The high schools having thirteen

topics per week violate this fundamental characteristic of the adolescent mind. Most of the time in each recitation must be spent in recalling the work previously done. I have talked to pupils who, for two years, have studied algebra during the two periods of twenty-five minutes each per week, and who, during this time, have secured almost no knowledge of the subject. The result is intellectual dissipation, the waste of power. Even the facts of the subjects are not secured. Intellectual grip is lost. Let the topics be few in number and intense in character. The elements of nearly all subjects are easy. Intellectual discipline does not come in connection with easy work. The statement is suggestive, that intellectual power comes to a person as the square of the distance into which he penetrates into a given topic. A few studies taken thoroly mean more to the individual than many taken superficially.

During the last few years we have heard much about the enrichment of the program. Is it not true that this enrichment of the program has been carried on to the impoverishment of the pupil? We need to think more about our subjects; we need to let them soak in; we need to absorb and to live in them; we normal human beings cannot live and grow in the atmosphere of thirteen different topics per week.

The question will at once be asked: What subjects may be omitted? I should refuse the question, as we refused that concerning health, and should ask this instead: In view of the admitted superior value of intellectual power and the capacity for clear, concentrated work, how many and what topics should be studied in the high school? These topics must be wisely chosen and must be taught in a suitable way; we must come back to the thought that the pupil is of more importance than the program. I think it would not be difficult to name some high schools of ten or even twenty years ago, whose pupils, in point of capacity for human life, surpass some of the high-school students of today, whose programs have been most "enriched."

While it is true that younger children reason somewhat, it is also true and is generally recognized, that in the teens there is a great accession to the capacity for, and delight in, reason. This fact is so generally recognized that it needs no particular discussion. The high-school program should be definitely related to the increasing capacity to reason. Facts should continually be put into relation with one another. This is the time for the laboratory method, which is well worked out in physics, chemistry, physiography, and, in certain respects, in biology. It needs to be, and can be, worked out in history, mathematics, and art. By the laboratory method I mean the method by which the pupil discovers his own facts, comes to his own conclusions in regard to them, and formulates for himself the laws that grow out of these facts. Frequently those persons who have a talent for explaining things to others regard themselves as having a call to teach. Our conception of the function of teachers is quite the reverse.

Those who have a capacity for getting others to find things out for themselves are those who have the calling to teach.

Social.— The school whose program is to be founded upon the characteristics of children must need to think very definitely in regard to the dawning of the social instincts during adolescence. It is true that the individual has, in many

respects, been a social individual before, but he now comes into the social relationships in a new and altogether larger way. The careful analysis of the plays and games carried on by boys and girls during the years preceding the teens, shows clearly that there is but little development of these games that depend upon so-called "team work." The many forms in which games such as tag, tops, marbles, and ball are to be found, present individual endeavor as the form of activity. To win as an individual seems to be the characteristic of the period. There are occasionally discovered games in which one side is played against another side, but even in these cases we do not find team work nor a sacrifice of the individual for the sake of the team as a whole. It is every man for himself. Thus, even here, it remains true that the essential characteristics of individualism are basal to the games of the years preceding adolescence. With the event of the teens, however, there is a great development in interest in those games that depend upon "team work"—football, baseball, shinny, hockey, basket ball, polo, cricket, lacrosse. These games that characterize the activities of American boys are all dependent upon the quality of which I have already spoken, the capacity for "team work." The games that are individualistic also are carried on, but they do not attract anything like the same public attention, as is shown by their place in the public press, or the same individual attention, as is shown by the number of players.

Another line of approach to this topic, and one giving us similar results, is thru the boys' spontaneous organizations; that is, their gangs, cliques, clubs, their chums, and pals. The individual is no longer supreme. The consciousness of kind is gripping the boy and bringing him out unconsciously into a life of relationships; into loyalty to something that is larger than self, a group or gang or team loyalty. It is the development of these instincts or feelings that makes the co-operative endeavors of civilized life possible. This is the basis of love of city, of love of country. While it is true that this loyalty has been further developed in the man than in the woman from the side of consciousness of kind, it is true, on the other hand, that woman has been developed with reference to loyalty to husband, children, and home. This generation is seeing a greater development in the loyalty of women to one another, in capacity for co-operation, for doing "team work." The organization of woman's clubs, their co operation in various philanthropic movements, all indicate a rapid growth in that which has been hitherto a masculine quality. Thus, while there may be two ways to the development of loyalty to others, one taken chiefly by man, the other chiefly by woman, still it is true that this loyalty must come to both, and in general it must come during the high-school years. However anyone may think upon this question, we shall all agree, that, in order to get into wholesome, loyal, and faithful relations to our fellows, the developing of this team spirit is essential; for the team spirit is a large factor in bringing about a fitness in the individual to live in a civilized, social community. The burden of giving opportunity for these relational qualities to develop in the individual rests, largely, upon the school.

A third line of approach to the social question would be thru the analysis of the reading that boys and girls enjoy during these years. A somewhat extended and faithful study of reading enjoyed by boys has given the following results:

The heroes in the boys' stories who are the most popular, who secure the most unbounded enthusiasm from the boy, are those scouts, or detectives, or sea captains, who, forgetting their own safety, risk their lives for some one else. The person who is merely selfish is never a popular hero to the boy of these years. In the same way with the girl, while the emphasis is upon romance, mere self-achievement, the winning of wealth or power, or position does not in itself characterize fairly their leading heroes. It is the same principle that underlies their games, or their gangs, or their domestic life. It is the larger unit that is appearing in consciousness, and the largest interests of boys and girls alike are centered about those persons who, in some obvious way, actually do things for others and in a way that appeals to the children.

A fourth line of inquiry that gives us equally clear results is as to the age of conversions and of first crime. The bulk of all conversions occur during the period from twelve to eighteen. Data in regard to this matter have been worked out extensively by Starbuck and Coe. Results from my own investigations would make it appear that three and one-half as many persons join the church during the years from twelve to eighteen as during all the rest of life. If one regard religion as essentially characterized by the service of others, one then sees the significance of these figures in terms of adolescence. What way may the school recognize this reaching out of the social nature of boys and girls during adolescence? In some way there must be developed in the school to a large degree the spirit of school loyalty, not for the benefit of the school, but for the benefit of the pupil; for here is offered an opportunity for loyalty that is larger than loyalty for self. This is one of the advantages of school athletics. It tends to call out and devolop this school spirit that makes definitely toward the develcpment of the spirit of loyalty.

There are, however, more intimate ways than this of approaching the problem. It is a matter of common observation that the pupil comes into more general social relations with others in connection with dancing and eating than in most other ways. When a group of individuals come together for social purposes it is our custom to see that they have opportunity to eat, after which social relationships seem to be vastly easier than before. The after-dinner speech would be impossible before dinner, quite aside from the contradiction involved in the terms. A new state of mind has been induced by the individuals eating together. The psychology of the banquet deserves an investigation it has not yet received. When a group of individuals come together about the piano and sing, they, too, quite unconsciously to themselves, come into a new social relation. Individuals who march together, who dance together, also come to a greater or lesser extent into this feeling of increased social unity. One of the ways in which a school may definetely appeal to the social feeling, is to have music that shall secure co-operation from the whole school at once, that shall bring out in a wholesome and strong way, not merely the development of the æsthetic feeling, but, of much more importance than this, of those feelings of social unity to which I have already referred as forming the basis of social life. Hence, is it not a fair judgment, that music deserves a place in the school program quite apart from the so-called æsthetic discipline that may be given in connection with it? Gymnastic and folk dancing, for similar reasons, may well form an integral part of the program. Here

the physical reaches up to the social plane. There is, however, a still deeper significance that must be given to the social instinct. We are liviog in a time when democracy is being tried, when the value of the individual is being tested. Preparation for democracy is by democracy. It is true that a sufficiently strong disciplinarian may be able, without the force of public opinion, to enforce law as a power from outside. This accomplishes little in building ability for self government. The social feeling of the school must be led to crystalize and form the traditions of good government. Public opinion must not tolerate dishonesty in the classrooms. It must maintain order and a high standard of social co-operation in the school. That government is real, and makes for the molding of character, which is the best expression of the truest feelings of the governed themselves. It is a common thing to have an individual in early life so thoroly governed that upon reaching adult life he has no capacity for self-government.

The high-school program and methods of administration should be constructed with reference to this social spirit and tradition that is forming so rapidly in the character of boys and girls during these years. Unless the public opinion in a school is on the side of things that make for high morality, it were better there were no schools. No intellectual efficiency in the classroom can possibly counterbalance the evil of social traditions. The tradition of the gang, of the school, of the crowd must be on the side of government, of self-government, of self-control; and I take it that the capacity to accomplish exactly this thing with the children is one of the major ends to be secured by the school, far outweighing—during these years—the value of any mental objects.

Situation as Regards the Course of Study*.

BY JOHN DEWEY.

A school board or a superintendent can lay out a course of study down to the point of stating exactly the number of pages of text-books to be covered in each year, each term and month of the year. He may prescribe the exact integers and fraction of integers with which the child shall make scholastic acquaintance during any period of his instruction; he may directly or indirectly define the exact shapes to be reproduced in drawing, or mention the exact recipes to be followed in cooking. Doubtless the experience of the individual teacher who makes the connections between these things and the life of the child will receive incidental attention in laying out these courses. But, so long as the teacher has no definite voice the attention will only be incidental; and, as a further consequence, the average teacher will give only incidental study to the problems involved. If his work is the task of carrying out the instructions imposed upon him, then his time and thought must be absorbed in the matter of execution. There is no motive for interest of a thoroly vital and alert sort in questions of the intrinsic value of the subject-matter and its adaptation to the needs of child growth. He may be called upon by official requirements, or the pressure of circumstance, to be a student of educational books and journals, but conditions relieve him of the

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necessity of being a student of the most fundamental educational problems in their most urgent reality.

The teacher needs to study the mechanics of successfully carrying into effect the prescribed matter of instruction; he does not have to study that matter itself, or in its educative bearing. Needless to say, the effect of this upon the actual course of study is to emphasize the thought and time given to those subjects and phases of subjects where there is most promise of success in doing the exact things prescribed. The three R's are again magnified, and the technical and routine aspects of the newer studies tend to crowd out those elements that give them their deeper significance in intellectual and moral life. Since, however, the school must have relief from monotony, must have "interest," must have diversification and recreation, these studies become too easily tools for the introduction of the supposedly necessary excitement and amusement of the child. The judicious observer who sees below the surface, but not to the foundation, again discounts these studies. Meanwhile the actual efficiency of the three R's is hampered and lessened by the superaddition of the new ways of employing time, whether they be routine or exciting in character.

It may easily be said that the classroom teacher at present is not sufficiently educated to be intrusted with any part in shaping a course of study. I waive the fundamental question—the question of democracy—whether the needed education can be secured without giving more responsibility even to the comparatively uneducated. The objection suggests another fundamental condition in our present school procedure—the question of the status of the teacher as regards selection and appointment.

The real course of study must come to the child from the teacher. What gets to the child is dependent upon what is in the mind and consciousness of the teacher, and upon the way it is in his mind. It is thru the teacher that the value even of what is contained in the text-book is brought home to the child; just in the degree in which the teacher's understanding of the material of the lessons is vital, adequate, and comprehensive will that material come to the child in the same form; in the degree in which the teacher's understanding is mechanical, superficial, and restricted the child's appreciation will be correspondingly limited and perverted. If this be true, it is obviously futile to plan large expansions of the studies of the curriculum beyond the education of the teacher. I am far from denying the capacity on the part of truth above and beyond the comprehension of the teacher to filter thru to the mind of an aspiring child; but, upon the whole, it is certain, beyond controversy, that the success of the teacher in teaching, and of the pupil in learning, will depend upon the intellectual equipment of the teacher.

To put literature into a course of study quite irrespective of the teacher's personal appreciation of literary value—to say nothing of accurate discrimination as to the facts—is to go at the matter from the wrong end. To enact that at a given date all the grades of a certain city shall have nature study is to invite confusion and distraction. It would be comic (if it were not tragic) to suppose that all that is required to make music and drawing a part of the course of study is to have the school board legislate that a certain amount of the time of the pupil,

covering a certain prescribed ground, shall be given to work with pencil and paper, and to musical exercises. There is no magic by which these things can pass over from the printed page of the school manual to the child's consciousness. If the teacher has no standard of value in relation to them, no intimate personal response of feeling to them, no conception of the methods of art which alone bring the child to a corresponding intellectual and emotional attitude, these studies will remain what precisely they so often are—passing recreations, modes of showing off, or exercises in technique.

The special teacher has arisen because of the recognition of the inadequate preparation of the average teacher to get the best results with these newer subjects. Special teaching, however, shifts rather than solves the problem. As already indicated, the question is a twofold one. It is a question, not only of *what* is known, but of *how* it is known. The special instructor in nature study of art may have a better command of the what—of the actual material to be taught,—but be deficient in the consciousness of the relations borne by that particular subject to other forms of experience in the child, and, therefore, to his own personal growth. When this is the case we exchange king log for king stork. We exchange an ignorant and superficial teaching for a vigorous but one-sided, because over-specialized, mode of instruction. The special teacher in manual training or what not, having no philosophy of education,—having, that is, no view of the whole of which his own subject is a part,—isolates that study and works it out wholly in terms of itself. His beginning and his end, as well as the intermediate materials and methods, fall within manual training. This may give technical facility, but it is not (save incidentally) education.

This is not an attack upon special or departmental teaching. On the contrary, I have just pointed out that this mode of teaching has arisen absolutely in response to the demands of the situation. Since our present teachers are so largely an outcome of the older education, the so-called all-round teacher is for the most part a myth. Moreover, it is a mistake to suppose that we can secure the all-round teacher merely by instructing him in a larger number of branches. In the first place, human capacity is limited. The person whose interests and powers are all-round is not as a rule teaching in grade schools. He is at the head of the great scientific, industrial, and political enterprises of civilization. But granted that the average teacher could master ten distinct studies as well as five, it still remains true that without intellectual organization, without difinite insight into the relation of these studies to one another and to the whole of life, without ability to present them to the child from the standpoint of such insight, we simply add an overburdened and confused teacher to the overburdened and confused child. In a word, to make the teaching in the newer studies thoroly effective, whether by specialists or by the all-around teacher, there must, in addition to knowledge of the particular branch, be sanity, steadiness, and system in the mental attitude of the instructor. It is folly to suppose that we can carry on the education of the child apart from the education of the teacher.

If I were to touch upon certain other matters fundamentally connected with the problem of securing the teachers who make the nominal course of study a reality, I should be started upon an almost endless road. However, we must not

pass on without at last noticing that the question is one of political, as well as of intellectual, organization. An adequate view of the whole situation would take into account the general social conditions upon which depends the actual supplying of teachers to the schoolroom. The education of the candidate, of the would-be teacher, might be precisely that outlined above, and yet it would remain, to a large extent, inoperative, if the appointment of school teachers was at the mercy of personal intrique, political bargaining, and the effort of some individual or class to get power in the community thru manipulation of patronage. It is sentimental to suppose that any large and decisive reform in the course of study can take place as long as such agencies influence what actually comes in a living way to the life of a child.

Nor in a more comprehensive view could we be entirely silent upon the need of commercial as well as political reform. Publishing companies affect not only the text-books and apparatus, the garb with which the curriculum clothes itself, but also and in direct fashion the course of study itself. New studies are introduced because some pushing firm, by a happy coincidence, has exactly the books which are needed to make that study successful. Old studies which should be entirely displaced (if there be any logic in the introduction of the new one) are retained because there is a vested interest behind them. Happy is the large school system which is free from the congestion and distraction arising from just such causes as these. And yet there are those who discuss the relative merits of what they are pleased to call old and new education as if it were purely an abstract and intellectual matter.

But I cannot enter upon these larger phases. It is enough if we recognize the typical signs indicating the impossibility of separating either the theoretical discussion of the course of study or the problem of its practical efficiency from intellectual and social conditions which at first sight are far removed; it is enough to recognize that certain conditions imbedded in the present scheme of school administration affect so profoundly results reached by the newer studies, by manual training, art, and nature study, that it is absurd to discuss the value or lack of value of the latter, without taking these conditions into account. I recur to my original proposition: that these studies are not having their own career, are not exhibiting their own powers, but are hampered and compromised by a school machinery originated and developed with reference to quite different ends and aims. The real conflict is not between a certain group of studies, the three R's, those having to do with the symbols and tools of intellectual life, and other studies representing the personal development of the child, but between our professed ends and the means we are using to realize these ends.

The popular assumption, however, is to the contrary. It is still the common belief (and not merely in popular thought, but among those who profess to speak with authority) that the two groups of studies are definitely opposed to each other in their aims and methods, in the mental attitude demanded from the child, in the kind of work called for from the instructor. It is assumed that we have a conflict between one group of studies dealing only with the forms and symbols of knowledge, studies to be mastered by mechanical drill, and between those which appeal to the vital concerns of child life and afford present satisfaction. This

assumed opposition has been so clearly stated in a recent educational document that I may be pardoned quoting at length:

In regard to education we may divide the faculties into two classes — the doing faculties and thinking faculties. By the doing faculties I mean those mechanical habits which are essential to the acquisition of knowledge, and are pure arts, such as the art of reading; that of performing arithmetical operations with rapidity and correctness; that of expressing thoughts in legible characters, and in words of grammatical arrangement. These arts can only be acquired by laborious drilling on the part of the teacher, and labor on the part of the pupil. They require little instruction, but repetition until they are performed with ease and almost pleasure. To neglect to impart these habits is to do a great injury to the child; nothing should be substituted for them, tho instruction in other branches which require more thought and less art may be mingled as recreations with them.

I have never seen so condensed and comprehensive a statement of the incompatibility of aims and method for both teacher and pupil as is given here On one side we have "doing facilities," by which is meant powers of pure external efficiency. These find their expression in what are termed "arts," which is interpreted to mean purely mechanical habits — sheer routine facility. These are acquired by continued drill on the part of the teacher, and continued laborious repetition on the part of the child. Thought is not required in the process, nor is the result "instruction"—that is, a real building up of the mind; the outcome is simply command of powers, value not in themselves, but as tools of further knowledge, as "essential to the acquisition of knowledge." The scheme of contrasting studies is not so well developed. It is made clear, however, that they appeal to thought, not to mechanical habits, and that they process by instruction, not by drill. It is further implied that their exercise is attended not so much with labor as with pleasure on the part of the child — which may be interpreted to mean that they have a present value in the life of the child, and are not mere instrumentalities of further advancement. The situation as regards school work is contained in the proposition that the mechanical facilities based upon sheer drill and laborious repetition must make up the bulk of the elementary education, while the studies which involve thought, the furnishing of the mind itself, and result in a direct expansion of life, "may be mingled as recreations." They may be permitted, in other words, in the schoolroom as an occasional relief from the laborious drill of the more important studies.

Here is the dividing wall. The wall has been somewhat undermined; breaches have been worn in it; it has, as it were, been bodily pushed along until the studies of thought, of instruction, and of present satisfaction occupy a greater bulk of school time and work. But the wall is still there. The mechanical habits that are essential to the acquisition of knowledge, the art of reading, of performing arithmetical operations, and of expressing thought legibly and grammatically, are still the serious business of the schoolroom. Nature study, manual training, music, and art are incidents introduced because of the interests they provide, because they appeal to ability to think, arouse general intelligence, and add to the fund of information. A house divided against itself cannot stand. If the results of our present system are not altogether and always satisfactory, shall we engage in crimination and recrimination—setting the old studies against the new and the new against the old—or shall we hold responsible the organization, or lack of

organization, intellectual and administrative, in the school system itself? If the old bottles will not hold the new wine, it is conceivable that we should blame neither the bottles nor the wine. but conditions which have brought the two into mechanical and external relation to each other.

If my remarks in dwelling upon the split and contradiction in the present situation appear to take an unnecessarily gloomy view of the situation, it should be remembered that this view is optimism itself as compared with the theory which holds that the two groups of studies are radically opposed to each other in their ends, results, and methods. Such a theory holds that there is a fundamental contradiction between the present and the future needs of the child, between what his life requires as immediate nutritive material and what it needs as preparation for the future. It assumes a fundamental conflict between that which nourishes the spirit of the child and that which affords the instrumentalities of social progress. The practical consequences are as disastrous as the logical split is complete. If the opposition be an intrinsic one, then the present conflict and confusion in the schoolroom are permanent and not transitory. We shall be forever oscillating between extremes: now lending ourselves with enthusiasm to the introduction of art and music and manual training, because they give vitality to the school work and relief to the child; now querulously complaining of the evil results reached, and insisting with all positiveness upon the return of good old days when reading, writing, spelling and arithmetic were adequately taught. Since by the theory there is no possibility of an organic connection, of co-operative relation, between the two types of study, the relative position of each in the curriculum must be decided from arbitrary and external grounds; by the wish and zeal of some strong man, or by the pressure of temporary popular sentiment. At the best we can get only a compromise; at the worst we get a maximum of routine with a halo of sentiment thrown about it, or a great wish-wash of superficiality covering up the residuum of grind.

As compared with such a view, the conception that the conflict is not inherent in the studies themselves, but arises from maladjustment of school conditions, from survival of a mode of educational administration that was adapted to different ends from those which now appeal to us, is encouragement itself. The prob'em becomes first an intellectual and then a practical one. Intellectually what is needed is a philosophy of organization, a view of the organic unity of the educative process and educative material, and of the place occupied in this whole by each of its own parts. We need to know just what reading and writing and number do for the present life of the child, and how they do it. We need to know what the method of mind is which underlies subject-matter in cooking, shop work, and nature study, so that they may become effective for discipline, and not mere sources of present satisfaction and mere agencies of relief — so that they too may become as definitely modes of effective preparation for the needs of society as reading, writing and arithmetic have ever been.

With our minds possessed of a sane and coherent view of the whole situation, we may attempt such a gradual, yet positive, modification of existing procedure as will enable us to turn theory into practice. Let us not be too precipitate, however, in demanding light upon just what to do next. We should remember that there are times when the most practical thing is to face the intellectual problem, and to get

a clear and comprehensive survey of the theoretical factors involved. The existing situation, with all its rigidity and all its confusion, will nevertheless indicate plenty of points of leverage, plenty of intelligent ways of straightening things out, to one who approaches it with any clear conviction of the ends he wishes to reach, and of the obstacles in the way. An enlightenment of vision is the prerequisite of efficiency in conduct. The conservative may devote himself to the place of reading and writing and arithmetic in the curriculum so that they shall vitally connect with the present needs of the child's life, and afford the satisfaction that always comes with the fulfillment, the expression, of present power. The reformer may attack the problem, not at large and all over the entire field, but at the most promising point, whether it be art or manual training or nature study, and concentrate all his efforts upon educating alike the community, the teacher, and the child into the knowledge of fundamental methods of individual mind and of community life embodied in that study. All can devote themselves to the problem of the better education of the teacher, and doing away with the hindrances to placing the right teacher in the schoolroom; to the hindrances of continued growth after he is placed there. The American people believe in education above all else, and when the educators have come to some agreement as to what education is, the community will not be slow in placing at their disposal the equipment and resources necessary to make their ideal a reality.

In closing, let me say that I have intentionally emphasized the obstacles to further progress, rather than congratulated you upon the progress already made. The anomaly and confusion have, after all, been of some use. In some respects the blind conflict of the last two generations of educational history has been a better way of changing the conditions than would have been some wholesale and *a priori* rearrangement. The forms of genuine growth always come slowly. The struggle of the newer studies to get a foothold in the curriculum, with all the attendant confusion, is an experiment carried out on a large scale; an experiment in natural selection, in the survival of the fit in educational forms.

Yet there must come a time when blind experimentation is to give way to something more directed. The struggle should bring out the factors in the problem, so that we can go more intelligently to work in its solution. The period of blind striving, of empirical adjustment, trying now this and now that, making this or that combination because it is feasible for the time being, of advancing here and retreating there, of giving headway now to the instinct of progress and now to the habit of inertia, should find an outcome in some illumination of vision, in some clearer revelation of the realities of the situation. As this comes, the time grows ripe for scientific experimentation; that is, for a more organized philosphy of experience in education, and for a corresponding attempt to regulate conditions so as to make actual the aims recognized as desirable. It is uneconomical to prolong the period of conflict between incompatible tendencies. It makes for intellectual hypocrisy to suppose that we are doing what we are not doing. It weakens the nerve of judgment and the fiber of action to submit to conditions which prevent the realization of aims to which we profess ourselves to be devoted.

My topic is the situation as regards the course of study. In a somewhat more limited and precise view than I have previously taken of the situation, I believe we

are now nearing the close of the time of tentative, blind, empirical experimentation; that we are close to the opportunity of planning our work on the basis of a coherent philosophy of experience and of the relation of school studies to that experience; that we can accordingly take up steadily and wisely the effort of changing school conditions so as to make real the aims that command the assent of intelligence.

The Origin and Mission of the Normal School.

FRANCIS B. PALMER.*
President, New York State Principals' Association.

Contrary to general belief, the normal school is not of English or American origin. Its beginning dates beyond the Revolution. Its father was Jean Baptiste de la Salle, who died in 1719, and was canonized in May, 1900. La Salle was a priest and dignitary in the cathedral at Reims. He had enjoyed the best advantages for an education, but his heart was moved when he saw the youth of his city growing up in ignorance and vice. He sought to establish schools for them, but found that there were no capable teachers. To supply instructors of a better class, he gathered a chosen band of young men into his own house, where he supported and trained them at his own expense. The work soon outgrew these accommodations, and, about 1685, with the aid of benevolent friends, he established a normal school to be devoted to training teachers for elementary schools A few years before, Demia, a priest of Lyons, performed a similar service, but, soon after his death, the enterprise failed. La Salle gave up his canonry, with its honors and liberal income, to devote himself to his school. By his self-sacrifice, his school became very successful, and established a notable system of education; but, after his death, nothing more was heard of independent normal schools in France for nearly a century.

It was during the French Revolution that the matter again came to light. It was decided not to conduct a school to train teachers for practical work, but to found an ideal school,—one based on the perfect laws of mental training; a school for teaching the teacher's art. To carry this idea into effect, the national convention of 1794 voted to establish a normal school at Paris.

In 1697, without any apparent connection with the movement in France, Augustus Franke provided free board for such poor students as needed assistance, and from a select number of them, organized a teachers' seminary at Halle. Forty years later, moved by a similar impulse, Hecker, a pupil of his, established a school at Stettin, Prussia. This was the beginning of teachers' seminaries in Prussia.

From Prussia, the normal school found its way to the United States.

*Since the rapid growth and development of departments of education in the universities the mission of the normal school has been questioned. This article is, therefore, timely.—EDITOR.

Early in the nineteenth century, Professor Olmsted, of Conneticut, and Govenor Clinton, of New York, advocated normal schools for this country, but nothing was done until 1838–9, when twenty thousand dollars was secured in Massachusetts for three normal schools. Under the inspiration of Horace Mann and others, one school was started, with three pupils. In 1844, a school was established at Albany, New York, which gave an important impulse to the movement in this country. All of these schools followed the general outlines of the Prussian system.

With little inspiration from any other school, a new beginning for normal schools was made in Oswego, New York, in 1859. In 1823, there had been born in Genesee Valley a boy who was educated much as boys in general are educated; who went to college to prepare himself for a professional life; but who, disappointed in his great hope, was destined to exert a greater influence on the educational thought of his time than had any American educator that preceded him. Forced to leave college by failing health, Dr. Edwin A. Sheldon occupied himself for a time in a nursery in Oswego, hoping for the return of health to continue his studies. His eyes were open to the ignorance and misery of the poor children of the city, and his heart was moved to organize the "Orphan and Free School Association" to look after their education. There was no difficulty in getting together a company of needy childdren to form a school, but where was a teacher to be found for such a school? The enterprise was likely to be abandoned, when, to save the school from failure, Dr. Sheldon gave up all his plans for professional study and a professional career, and offered to teach school for a salary that gave him a mere living, which he estimated at two hundred and seventy-five dollars a year. He received three hundred dollars. It was a sacrifice no less noble and no less fruitful in its outcome than that of La Salle and the founders of normal schools in Halle and Stettin.

Later Dr. Sheldon was made superintendent of the Oswego schools. In visiting those under his care, he saw the listless children and heard their stupid answers to questions they neither understood nor cared for, and he saw these same children full of life and activity as soon as they were out of the class-room. He reflected on his own school days, when, as he said, he went to an ash heap, and he asked himself if there was not some better way of teaching than that which makes dunces, at books and recitations, out of boys and girls who are endowed with a native brightness that shows itself in the sparkling eye, the ready hand, and the quick retort when away from the restraint of school. He sought everywhere for some improved method. While on such an errand at Toronto, Canada, he saw some objects carefully laid away which aroused his curiosity. He was told that they were things such as were

used in a school in London, but no use was found for them in Toronto except to adorn a museum. They were such things as children like to handle, play with, examine, and inquire about. The idea took possession of the visitor, and he went home carrying such samples as he needed and at once began a system of object teaching in his primary schools. But neither he nor his teachers were prepared for the task he had laid out, and some of the teachers united and, by devoting one half of their salaries to the object, hired a teacher to come from London and give them the systematic instruction they required. From this movement there grew a training school, and from the training school there grew the Oswego Normal School.

The normal school at Fredonia, New York, was the second of the new schools to be organized and opened in the United States, the one at Brockport having been opened a few months before At the outset, it introduced the new method of instruction. The first principal was Joseph Allen, of Massachusetts, who remained one year, and, in September, 1869, Dr. John W. Armstrong, of Oswego, was installed as principal. He gave nine years of ripe experience, rich culture, extensive research, and skill in the most modern methods, to the building up of the school. His life and his work were an inspiration to the many graduates who went from the institution during the time of his service. His death occurred a short time before the opening of the school year, 1878–9. Dr. Hoose was sent from Cortland, New York, to open the school, and he remained two months, when the present principal, the writer, began his work.

While the school has held to the one purpose of preparing teachers for the public schools of New York, and has endeavored, first of all, to uphold and teach the best methods, it has sought to broaden the minds of its pupils, and to develop in them individually the greatest strength by appealing to that which is best in each. Without making violent changes, it has added to its facilities until its work is, perhaps, more varied than that of any of the other schools. In 1878, there was only the usual normal and academic class-room work, including methods, and the practice and criticism of the training school, consisting of primary and intermediate grades. There was first added a kindergarten department, which, as far as known, was the first kindergarten in the state outside of New York City. Then, one by one, thoro courses in instrumental and vocal music, elocution, and painting and drawing, were provided. Then a beginning was made in systematic physical training, and the school has now a well-equipped gymnasium, with thoro courses for young ladies, and heavier work, with out-of-door sports for young men, all of which is under competent instructors and doctors. A careful record is kept, both of the work each pupil does, and of the pupil's physical improvement. After

a physical training, a course of manual training was added, in which pupils have a year of practice in woodwork, in connection with drawing.

Among the teachers of the school, special mention ought to be made of three, both for long service and the impress they have made upon the school. Miss Elizabeth Richardson was, for twenty-three years, a teacher of methods, and no one knew her but to feel her power. In her own field of work she was without a superior. Miss Jeannie Kinsman was, for nineteen years, at the head of the primary room;—wise, gentle, and kind, her presence in the schoolroom was a benediction. Professor M. T. Dana, the vice principal, has been teacher of mathematics and German for twenty years, and by his skill, strength of character, scholarship, and general intelligence, he has gained a commanding position in the state. Few persons have ever developed the art of holding the attention of a class as it is daily revealed in his everyday work.

About a thousand graduates have been sent out, of which number more than sixty have been called to normal schools. Most of the others have taken places in common schools, academies, high schools, and colleges. Among the number may be mentioned James H. McGraw, the publisher, a successful teacher as well as business man; Dr. Ely, of Wisconsin University; Dr. Edward Burgess, of the Polytechnic Institute, Peoria, Illinois; Principal Hawkins, of the Plattsburgh Normal School; Samuel E. Moffett, of the New York "Journal"; Justice Woodward, of the New York supreme court, and many others who fill responsible positions, and exert a large influence for good citizenship.

Changes have been made in the methods taught, since the organization of the Oswego Training School, but there is still a large degree of the uniformity which has run thru the system from the beginning. To-day, the work consists of reviews, more thoro instruction in the history and science of education, the application of educational principles to the development of methods of teaching, and the practice of the art in the actual teaching of classes under competent critics. Much criticism has been offered because of the teaching of subjects. But, under circumstances as they exist, and as they will continue to exist no one can tell how long, this is a necessity, if we would have accurate scholarship. We are told, in the first report of the United States Commissioner of Education, that the course of academic studies in normal schools "has largely diverted them from their proper work." But the writer gives testimony to the need of such instruction on the very next page, where he says: "When young men, by scores, if not by hundreds, enter college unable to cope successfully with the minor difficulties of the English sentence, doing daily violence to the mother tongue, it is mildly suggestive of 'some-

thing rotten in Denmark.' " Surely, he could not expect pupils going to the normal schools would be better prepared than those entering college. Teaching subjects may not be a part of the work of the ideal normal school, but the ideal school was a failure in its day. The successful school has been the practical one.

Is there a profession for the teacher to which he can look forward as an attractive career, meeting the demands of the world for a useful life, and affording satisfaction thru the consciousness of being able to realize a plan made in accordance with the highest reason? It has often been said that President Mark Hopkins justified his calling by the results of his teaching as seen in President Garfield. Such cases are not uncommon, and there are, perhaps, few faithful teachers of protracted experience who cannot recall many examples of successful effort to cheer their declining years. Many a great man has been heard to say: "All that I am I owe to the faithful teacher who found me at the parting of the ways and pointed out the path which I was finally persuaded to take." But this comes at the end of the race, as a reward, not at the beginning as a stimulus and guide.

A teacher should look forward to his plan of work with intellectual as well as moral delight. He, above everyone else, should have his work clearly in mind before he begins. It has been aptly said that "fairly good" is not good enough for an egg or a teacher. He cannot afford to depend upon the suggestions of his own education, either for his comfort or his usefulness. He must have his methods at command, and be able to see the reason why better results may be expected from one method than another.

It is the mission of the normal school to open before a young teacher the possibility of a career as a teacher, and of so organizing his work that it may truly be called a profession. How does a profession differ from an occupation or a calling? A profession, in the sense in which the word is used here, is a course of life or conduct regulated by organized technical and fundamental knowledge. A bricklayer's life is not professional, — his success depending rather upon skill than knowledge; a farmer's knowledge is not organized or bound together according to the laws of cause and effect; a common laborer's knowledge is not technical, — for any one can perform it; a common business man's knowledge is not fundamental, but it aims at the practical. The normal school seeks to set forth that fundamental knowledge which relates to the development of mental power, and to present it in systematic form; and, inasmuch as this knowledge is restricted to a single and separate field of investigation, it is technical. Any person who masters this knowledge has a profession in the strictest sense of the word. If he can apply it to the development of child life, and to the growth of manly and womanly character, he has before him a career which may well be his pride and his joy.

For various reasons such has not been the first work of the normal schools. They are in process of growth and development. But such is their tendency and their ultimate aim. These are to make professional teachers, teachers whose knowledge is as technical and fundamental as that of lawyers, and who have this knowledge at command.

Apropos "Answers to the Twenty Queer Questions."

GEORGE HANSEN, LANDSCAPE ARCHITECT, BERKELEY, CAL.*

Anent this widely discussed and many times reprinted list a few lines may be given space from one who, if he does not know better, surely knows different.

It would have been difficult to find a more appropriate heading for the list. I venture to state that the hundreds of replies received to these queries could not have exhibited a worse condition of "queerness." Some of the subjects the questioners themselves could not be expected to be familiar with. Others should have been put in an entirely different manner to children. And, finally, some are replied to fundamentally wrong by the propounders themselves.

How do they know why a tiger is striped and a leopard spotted? But supposing for argument's sake that the reasons given are right. Did not the questioners invite such return-questions as: Why are the blue jays not green?

A further display of the questioners' unacquired wisdom is the statement that only the female wasp stings. It should have been enough to ask "children" whether the wasp stings or bites. Again, it is unreasonable to ask children, even in Maryland, where the mouth of an oyster is located. The employment of the term "sori" in connection with ferns is uncalled for. Everyone of these children will deny the statement that the upper side of ferns is "smooth and hard." Let it suffice that the lower side is distinguished from the upper thru the "seed" of the plant. Even then the questioners are tredding on dangerous ground.

It is rather risky to ask a child about the wabbling of the rabbit's nose. What will you answer if, in return, it wants to know why cats and dogs don't wabble their noses? Don't bother the child with the term "mucous." Do those people ask their children to wipe the mucous off their noses?

While it is more reasonable to ask why a fly can walk under the ceiling, only "children" entrusted with the handling of a microscope should be expected to investigate such facts. It is good enough to put the child off till it gets older by telling it that the feet of the fly are somewhat sticky.

How do the questioners know that elephants dig? How do I know? What is digging? Does an elephant dig any more than a pig? His tusks are unfit for it, his trunk surely is not used for it, such statement notwith-

* Mr. Hansen has just published thru Elder & Shepard "What is a Kindergarten?" a book that shows the author to be a student of nature. It has received some notable comments.

standing. And is wallowing digging, or is it pressing wet soil aside with the weight of its body?

When the fair questioners take their summer vacation and get near a farm, let them think how much different their questions might have been shaped. Have they ever seen a cow dig? If not, let them get near one which is roaming out with her calf. If the cow has not lost all its original traits thru domestication, it will show its anger and displeasure at sight of the cityfolk too soon to suit them.

They, furthermore, may see that some kind of pigeons fold their wings, and if they then notice how irregular and varied this happens, they will be more careful to ask how often a crow goes thru such acts when alighting. It is quite enough for a child to notice at all that a crow does fold its wings.

The pigsty will give them another opportunity to change their mode of questioning while furnishing new instruction. Only trained ears can tell the difference of sound in a pig's grunt. Every noise it utters is a grunt, except the squeal of pain or agony. A scared pig grunts, and a hungry pig grunts. But I defy a city inhabitant to tell by sound the difference in the pig's language. And this boasted affection of one little pig for another — what about such at meal time? Or any other time for that matter? Such notions are not sufficiently evident to be noted by a child. Perhaps the questioners on their summer trip in the country have observed cow and calf in the pasture. Let, then, the question be: How do cow and calf show affection to each other? The child which is familiar with such scene will joyfully recall the tender act, and the one unacquainted with it will be on the lookout on its first picnic trip.

The summer sojourners will also see horses turned out along the roads which they may be traveling, or they will see them in groups at watering-troughs. Let them watch and find a further reason why horses turn their ears. Turn, I say, as they put the questions, as that is far different from pointing them. And if the observers are interested to observe sufficiently long, let them be prepared to give the reason to what purpose the horses turn their ears when angry at each other.

The worst mistake in all the long list is given in the reply to: "Why is a fish dark above and light beneath?" Since when does dark reflect light? Is that the reason that we see the cement man mix lampblack to his morter? Is that the reason why we choose black for mourning? Is that the reason we dress dark in winter time, and wear goggles when out on the glaring country road?

Verily, there is nothing in this world as misleading as our teaching and nothing so ignorant as our wisdom!

The New Methods.

For ages long we've sought to find
How best to train the fragile mind,
Of dry "hard" tasks we've made an end;
The fresh new cult I would commend.

No lists, no rules, no names, no date,
For these no longer educate ;
But things like this will much avail—
How does a polywog wiggle its tail ?

The forming mind is weak and mild,
You should not tire a growing child.
But this we ask, his thoughts to stir,—
Why does a pussy cat lick its fur ?

With artful care we now devise
Stray hints to make the darlings wise.
And things like this will hit the spot,—
Does a grizzly bear have a tail or not ?

Why should we tax dear curly pate
With mummied Pharaohs out of date,
When this is best for her light brain,—
Why does a May Queen fear the rain ?

Why do the colties jump and play?
Why do the chipmunks run away?
How does a mouse run up the wall?
Why don't the red-ripe cherries fall ?

No toil, excitement, cares, or fears,—
Why does a rabbit wig its ears ?
And lest the tender brain you stunt,—
Why do the little piggies grunt ?

In darkest ages, long ago,
Was Mary's lamb turned out, you know ;
But now they'd have the lambkin stay
To *make* the children laugh and play.

No great American scholars ? Wait !
We'll have one ready a year from date,

We'll make it a felony, teachers all,
To allow a child to study at all.

There were Bacon and Shakespeare, promising youths,
But they never studied self-evident truths;
No kindergartens were flourishing then,
Or they would have grown up, real nice men.

L. H. SHUEY.

Look to the blowing rose about us —"Lo!"
Laughing she cries: "Into the world I blow;
At once the silken tassel of my purse
Tear, and its treasure on the garden throw."

—*From the Rubaiyat.*

SOCIAL LIFE IN PRESENT CENTURY.

President De Witt Hyde of Bodowin College delivered the baccalaureate sermon to the senior class of Harvard University in Appleton chapel June 16th. In it he gave some pointed remarks with regard to social corruption and also took a bold stand in saying that the twentieth century Christ is pre-eminently a social one. President Hyde first explained the difference between college and world life. "The difference," he said, "is that in college everyone is willing to help you, while in the struggle outside he that is not for you is against you. In college the man who is cheap or a toady, or self-centered, or a snob, gets these obnoxious qualities taken out of him before his senior year. He is trained by his fellow-students. In the outside world there is no such liency, the pressure is down, not up."

President Hyde then gave four rules by which he suggested, the youug graduates might be guided. They were:

FIRST—Give your best; show yourself to be better than all others who are working with you; don't seek any snaps or try to fill government positions which a hundred other men could occupy as well as you.

SECONDLY—Don't take anything that you cannot pay for at the full price. In college words, "Don't swipe." Remember that one-half of the people in the world are women, and the best thing in the world is woman love. You can pray for it with nothing less precious than the entire respect and devotion of your own heart. To receive woman's love, or even the physical symbol of it, or offer in payment mere transient and unmeant endearment, or worst still, to offer money, is the meanest form of getting something for less than its price to which man can descend.

THIRDLY—Be brotherly. When you go out into the world, do not make the mistake that some swell-headed fellows do when they come to college. Get in touch with the rank and file. Never look with indifference or condescension upon those in lower walks than yourself.

FOURTHLY—Be self-sacrificing. Model your lives after Christ. The Christ of the twentieth century is not the same as the sectarian Christ of the nineteenth or the dogmatic Christ, or the metaphysical Christ of the fourth; or even a Christ after the flesh which Paul had already outgrown in the first. He is pre-eminently the social Christ, and as such is greater than all that has gone before.

Margins.*

BY JOHN DEWEY, UNIVERSITY OF CHICAGO.

Wherever we take life the same facts confront us. Nothing appears absolute. It is all a matter of degrees—a matter of the scale. One man feels poverty pinching him because he cannot acquire a railway system; put him further down the scale and he will measure his possessions by the question of whether he can buy a yacht. Let him lose more of his wealth and it will be a question of whether he shall keep five or six servants. Come down to a point lower still on the scale and it may be a question of whether he will purchase round or porterhouse steak; with still another, the pressing issue may be how many times in the year he can afford to eat meat at all. It is exactly the same sort of a question to each—a question of the margin or rates of expense and income. Each gets in his way the same sort of mental and moral discipline—quite possibly the same enrichment of life—thru manfully facing and dealing with the problem upon the exact degree of the scale where it confronts him. So with a man's movements in life; to one it is a question of spending years of time in a journey which shall circumnavigate the globe in space: to another it is the question of spending the week or two of his vacation in journeying to a neighboring city or mountain, while to a third it is a matter of whether he can collect the pennies requisite to take his family upon a street car ride to enjoy an outing in the park.

CONSCIOUS ONLY OF MARGINS.

It is not absolute possession that counts, nor is it absolute achievement. We are conscious in life only of those margins where our wants outrun our holdings; when our purposes and plans are sufficiently far ahead of our attainments and seeming resources that we must reckon up the latter and see what we can best do with them. If the despairs and miseries of life have their origin here, so also do the bracing joys. If here we find our disappointments, so we find also here the fruition of hope that gives us the sense of power and expansion. All significance and helpful effort of every kind is concentrated upon just this margin of difference. To gloat over our present possessions; to rest satisfied with them: to be a miser in matters intellectual and moral, no less than monetary; to spend this carelesssly with no thought of its application to covering the step that separates us from possible achievement ahead, is to be a spendthrift—it is to lead the indulgent life. On the other hand, to set up far-away and absolute ideals out of any ratio of our present achievement, is to lead the life of a dreamer and a docrinaire. To attempt to realize Utopias and far-away goals, unmindful of the great principle of margins: of the fact that effort is fruitful to the degree that it is directed at some definite ground that lies between what we are and what we would be, is to stamp one's self as a crank. The sane man is the man who neither lives within the range of his accomplishments and possessions, nor yet sets up vague ideals of our unattainable perfection, but who concentrates his mind and energy upon the step ahead. Here we find the great leveler—great in a positive way as death in a negative leveler. Whether a man have one problem or ten, his problem, his training are the same and the measure of his success or failure is the same: "Has he or has he not covered the margin of difference which lies next beyond him?" The absolute need of possession is nothing; the ratio which is set up by its effective use is everything. No man possesses so little that he cannot with that little unlock the door to more; no man has so much that he may rest in it and say there is nothing more beyond. As possession increases and the horizon expands,

*The above discourse on "Margins" was given by Prof. Dewey at the graduating exercises of the State Normal School of San Jose.

we may ascend the highest mountains on the face of the earth, but when we have done so we are not at the horizon line. It is simply further away from us than it was when we were on the flat plain.

LEADING OF PSYCHOLOGY.

Psychology shows this principle to be so deeply imbedded in our structure that we cannot escape it even if we would; the stars in the heavens, day as well as night, but the light they shed does not offer a sufficient margin over and above the light of the sun so that we can bring them into our conscious experience. A man in a well is certainly not advantageously situated, but he can at least console himself with the thought that if it is darker above him he can still see the stars which his more fortunate fellows under the open sky of heaven cannot see.

Whatever is completely accomplished becomes a matter of habit, and whatever is purely habitual is, if left to itself, mechanical and unconscious. The man who sets a goal of final achievement before himself—a goal in which he anticipates having overcome all defects, and exhausted all the possibilities, sets before himself a goal of extinction of conscious life.

It is the sense of the incomplete that stirs us to action; it is the stirring to action which makes us conscious of ourselves and of this world in which we live. It is thru the effort to supply the want, to overcome the obstacle, that we measure our powers and give ourselves a conscious station in the world about us.

TRUTH A FUNDAMENTAL LAW.

Truth as a fundamental law of life gives significance to our modern interests in childhood in whatever is immature and undeveloped. For many centuries has mankind been impatient with the period of growth. Childhood has been but a time to get over as rapidly as possible; just an unavoidable delay in the full fruition of the meaning of life. We are beginning to recognize that it is growth; that it is the process itself which counts, and that consequently no step in infancy or childhood can be regarded simply as a preparation for the fullness of growth to be attained later on. Every step has its own problems, its own stimulus to growth, its richness of meaning, and its revelation of new possibility. To be impatient with this growth, to hurriedly slur it over in eagerness for the final fruit, is a defect of our aim. Growth comes thru growing.

WORLD OF POLITICS.

To-day in the world of politics; in the world of capital and labor, and in the world of education, we are confronted everywhere with the man who will do nothing because he regards the idcal as essentially unpracticable,and also with the man who would wipe out the present, start afresh, and by some method usher in the ideal, the millenium.

In education, for example, we have the restless eagerness for change for change's sake. The law of novelty; the willingness to run after every new ideal, and every newly-propounded method or device. Schools lose their center of gravity; their stable equilibrium in their insistence. As a result, reaction follows reaction; this school dissipates itself in meaningless oscillations and ineffective vibrations. On the other hand stands the teacher who says: "Reform is desirable, but it is not so desirable as to be ideal, to be impracticable. I must deal with the conditions in which I find myself—the conditions of my community, of my school or of my room in the school, forces me to a certain line of work. It may be well for these under different conditions to do something different, but I must be practical. I must meet conditions as they are.

Both types suffer from common error. Both destroy continuity and deny the principle of margins. One will have good all at once; the other will do nothing because he sees he cannot have it all at once. Both forget that any proposition

of reform is not to be treated as defining a condition which is completely to displace and deface the present, but is rather a stimulus and a help in dealing more freely and effectively with the present. Neither to destroy present conditions nor to submit to them as final is the true ideals; rather in the light of a possibility just far enough ahead to give scope, to give room for energy, and just near enough to be free from vagueness and instability, to make use of the existing conditions to keep them moving.

VIRTUE OF IDEALS.

The ideal hasn't virtue in life nor as some remote goal to be finally accomplished, but from what it does for us in enabling us to interpret and deal with our present circumstances. Save as we can transmute it from a fixed goal into a working method, from a remote end into a present resource, it were as well to have no ideal. It is the movement, the present activity, the next step that counts, and to this the ideal must be made tributary. It is the servant, not the lord of life. Only in this way can we recognize success or failure.

My final wish for you all is that each of you may make the most of the margin of his own life, and may do something to enlarge the margin of his fellowmen.

The Ideal Schoolhouse.

BY DR. WM. H. BURNHAM,
Assistant Profess r Pedagogy Clark University.

A very brief description of this actual ideal, as we may call it, would be as follows: This schoolhouse is situated on a slight elevation; the soil is natural, sandy, free from organic impurities and well drained. No high buildings, noisy, dirty or ill-smelling industries are near it. There are large grounds containing a school garden, shade trees, playground, etc. The building is entirely of masonry and steel construction, built of the best glazed brick, and practically fire proof. It is two stories high and built around a large quadrangle. At the grade level a granite damp course surrounds the building. The outside walls contain an air space, and the outside faces are coursed with hollow brick, making the walls impervious to moisture. All interior walls and partitions are of solid brick. The floors are framed entirely with steel girders and beams. Wide iron stairways of easy ascent, connect the several floors.

Heating and ventilation are by a combination of the so-called plenum and exhaust systems. Large tubular boilers in the basement generate steam that is circulated thru vast coils of piping placed between the cold air room and the fan room. On the north side fresh air, received from a court supplied with air from above the ridges of surrounding roofs, is warmed by passing over the steam pipes to a temperature of about 70 degrees Fahrenheit, and forced by the fans into the main duct, which extends the length of the entire building, between the ceiling of the basement and the first floor: from this it passes to vertical shafts, and is introduced into each room thru registers in the wall. Steam coils, controlled by thermostats regulating the temperature, are placed on the exposed sides of recitation and study rooms for use in extreme weather. The humidity is also tested, and steam mixed with the incoming air when too dry. Two hundred and fifty cubic feet of air space is provided for each pupil, and thirty-five cubic feet of fresh air is supplied each pupil per minute. Distribution of the warm air and ventillation are ensured by exhaust fans placed near the top of the ventilating shafts, and the foul air is drawn from each apartment. The arrangement of the warm air registers and the foul air outlets in each room is made with regard to the best distribution of the fresh air, in the recitation rooms the inlets being placed eight feet above the floor, usually on an interior wall, and the outlets near the floor on the same side. The main horizontal duct for warm air extends under the whole of the assembly room, and fresh air is introduced by a register under each seat, while the outlets are at the top of the room.*

*This method is in successful operation in the Colonial Theatre in Boston.

Tributes to Professor Joseph LeConte.

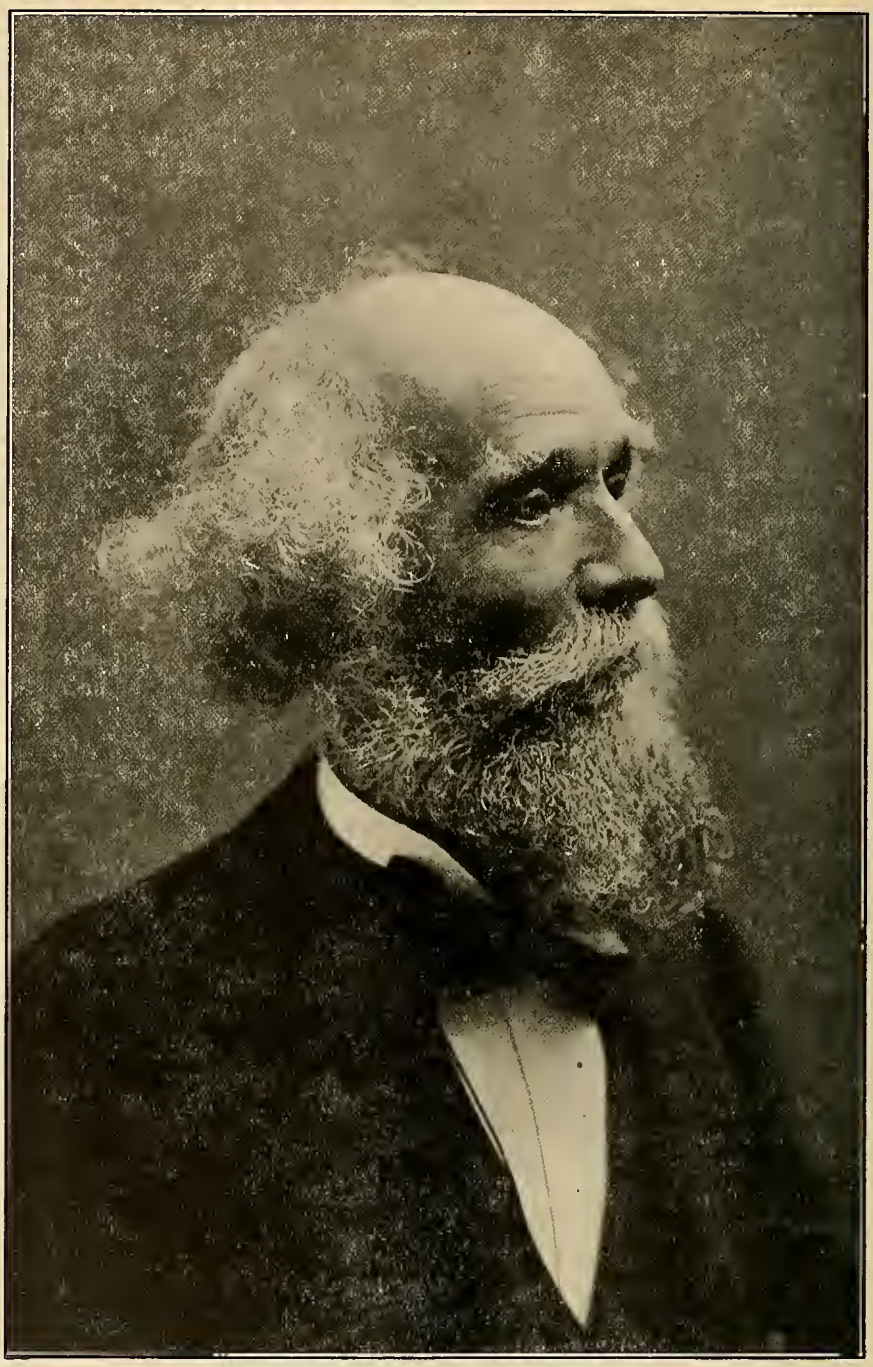
Professor Joseph LeConte died in the Yosemite Valley, Saturday, July 6th, of heart failure. He was born in Georgia, in 1823. He graduated from Franklin College in Georgia in 1841. In 1851 he was an assistant to Agassiz in geological explorations in the south. He filled various positions in minor colleges until 1862, when he became Government Chemist for the Confederacy. In 1869 he came to California, and entered on his work at the University. His fame as a teacher and writer became greater than that of the struggling university. He was always the student. The spirit of commercialism, now so virile in the modern university, never touched him. It was the human side of things that appealed to him. His sympathy with the weak was keen and helpful. His greatness was not the greatness of President Wheeler, nor of President Jordan. It was a greatness entirely removed from that which comes from the ability to succeed in taking the initiative in the control of men and affairs.

During the past thirty years he has published many books and papers, of which the following are the most important: "General Law of Circulation in Nature" (1870); "Religion and Science" (1873); "Evolution in Relation to Materialism" (1877); "Man's Place in Nature" (1878); "Elements of Geology" (1878); "Sight; An Exposition of the Principles of Monocular and Binocular Vision" (1881); "Compend of Geology" (1884); "Evolution and its Relation to Religious Thought" (1887).

PRESIDENT BENJAMIN IDE WHEELER'S TRIBUTE.

Tho Teachings may be Forgotten by Some, Memory of what He was will Always Endure.

HIS soul was clear as a crystal. His graciousness of manner was only the reflection of his inner life, which was grace and human kindness personified. A kindly human interest threw its robe over all the framework of his scientific life, and made him, with all his attainments and all his knowing, a vital, living, loving, helpful human force. He dealt with the world of nature, but its lessons for the life of man, for the cleansing and uplifting of personal and social life, were of immediate importance to his thought. Many among the hundreds who have sat in his lecture-room may forget what he taught; none will forget what he was. Even thru the pages of his books shone out the warmth of his personality."



JOSEPH LeCONTE, M.A., M.D., LL.D.,
Professor of Geology and Natural History, Honorary Professor of Biology and Special Lecturer,
University of California. Berkeley.

PROF. GEORGE DAVIDSON'S TRIBUTE.

Pure in His Ideas and Speaking Ill of None, He was a Model for all Young Men to Follow.

HE was a supreme man, made to impart knowledge. As Agassiz said, 'I am a teacher,' so may it be said of LeConte. He was made to impart knowledge, not only to the young, but the old as well.

"He was a model for young men. He had only one failing—he never wanted to say 'no.' He was never known to say ill of any man. He was always kind, and no matter how much evil was reported of a man, he would still believe there must be some good streak in him.

"His life was pure. His ideas were pure. He was thoroughly religious, and, while believing in evolution, he tried to reconcile scientific evolution with the doctrines of the Bible."

EX-PRESIDENT MARTIN KELLOGG'S TRIBUTE.

DR. LeConte was a remarkable all-round scientific man. He was not so much a specialist as a scientist in the broadest sense of the term. It is viewed in this light that we must consider him a very eminent man. We were all proud of him and glad to see him honored. There was no man whose honors were so universally appreciated and approved by us as Dr. LeConte's. And among others his attainments were recognized and his opinions respected. He had a distinguished number of acquaintances and correspondents abroad. He was warmly admired and loved by the student body. His lecture-room was always crowded, for his charming personality drew us all to him. Tho he gave a remarkably comprehensive and thoro course of lectures, I feel safe in saying that it was the influence of the man, the contact with his mind and teachings that attracted. His method of lecturing was remarkably agreeable. He had an unusual literary gift in public speaking that amounted practically to oratory. In his bearing he was cordial and courteous to everybody. He was not a man to come into personal collision with others. He didn't trouble himself much with the routine work of the institution, but he did a great deal to put heart and admiration into the body of students.

"In philosophy he took his pronounced stand on evolution. In religious beliefs he was originally, in South Carolina, distinctively a Presbyterian, but here the influence of his wife and brother made him lean toward Episcopalianism. He was a devout man. He was liberal, receptive and cool-headed, but he had a strong religious faith.

"Dr. Joe was more vigorous and alert than his brother John. He had a wiry frame and was capable of standing long trips and much hardship. He loved to explore mountain ranges and their formation. Lake Tahoe he knew well, and especially the Yosemite Valley. In one sense it was almost appropriate that he should end his life in the place he was so fond of. He made frequent trips to the Sierras in recent years and always seemed to come back stronger and more cheerful His health was unusually good; only recently he had suffered somewhat from persistent attacks of the grip."

PROFESSOR THOMAS R. BACON'S TRIBUTE.

HIS was a wonderful personality. It attracted all—even those who saw him only once. His universal kindliness and unwavering honesty endeared him to the students especially. He could not know them all by name, but his heart was wonderfully broad and sympathetic. He was the best loved man in the faculty. Since his seventieth birthday the students had made it a custom to greet him in his classes on that anniversary with his desk piled high with flowers. It was only one mark of the great affection with which he was universally held.

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board*.....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
FLETCHER B. DRESSLAR, Prof. of Theory and Practice of Education, University of Cal., Berkeley.
MORRIS ELMER DAILEY.....President State Normal School, San Jose.
E. T. PIERCE.....President State Normal School, Los Angeles.
C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

As Superintendent of Public Instruction of the State of California I make from stenographer's notes taken at the time official record of official visit to Bakersfield, Cal., the 5th and 6th days of July, 1901.

In pursuance of notice given June 24, 1901, I met the Board of Education of Kern County at ten o'clock A. M., in the office of the County Superintendent of Schools, all members of said board, Mr. L. G. Pauly, President, W. C. Doub, Secretary, D. W. Nelson, Mrs. E. V. Taylor and Mrs. F. P. Fox being present, and there were also present a number of other persons, among them Senator S. C. Smith, and Attorney J. W. Wiley of Bakersfield, and Mr. Grove L. Johnson of Sacramento. I made statement as to the purpose of the meeting, that complaint had been lodged with me by sundry parties that the State law was being violated by the school authorities of Kern County in failing to use or in prescribing to be used the State series of school text books in the public schools of that county; and that, in consequence it was my duty to withhold the next apportionment of State school money. I mentioned that the Allied Printing Trades of Sacramento in particular had filed such a complaint with me, and that I recognized Mr. Johnson, who was present, as appearing in their behalf.

In conjunction with all the members of the Board I carefully went over the Kern County School Manual and the following facts were discovered:

1. That the Manual has not yet been used as a guide to teachers and

pupils in the public schools of Kern County, but is one that has been prepared to be used at the opening of the fall terms of the schools of that county during the present school year.

2. By concurrence of all the members of the said Board it was acknowledged that only books of the State series in subjects for which the State publishes text books could lawfully be required to be purchased by pupils or parents, and that they intended the Manual to convey no other impression. Omissions as they seemed to me being pointed out, the Manual was amended so as to state unequivocally that no other books on the subjects of Reading, Arithmetic, Geography, Language and Grammar, History and Spelling shall be required to be purchased by parents or pupils. This was done by mentioning at the beginning of every grade the name of the particular State text book adapted to such grade, with the statement that such State text book is to be in the hands of the pupils.

3. The Manual was also amended so as to show clearly by the headings the books which the Board intended to be used as supplementary books, and which books were to be purchased by the districts only and not by the pupils.

4. The readiness of the Board to see, when attention was called to it, the omission of the names of the State text books on the subjects and in the grades for which they are intended, and to note the possibility of misunderstanding as to what are to be understood as supplementary and what text books, and the willingness of the Board to have headings placed to make meanings clear, and to insert names where they should have been inserted, and the unamity of the Board in disclaiming any disposition to ignore the State text books, lead me to believe that there was no intent to override or violate the State law, but only that the Board had been unfortunate in making intent and meaning clear.

The Board carefully prepared several copies of the Manual in this amended form, and gave to me to file in the State office a certified copy showing all of these suggested and agreed amendments, and stated that these changes would be made and noted in all Manuals which had been sent out, or that would be sent, so that no misunderstanding or misapprehension as to the use of State text books, as required by law, could be had by teachers, parents, pupils or others.

Just before the noon recess Senator Smith made a few remarks, as did also Mr. Johnson.

SCHOOL CENSUS.

Hon. E. P. Colgan, State Controller, Sacramento, California—

DEAR SIR:—In compliance with the provisions of Sub. 12 of Sec. 1532, of the Political Code, I have the honor to report to you that the total number of children in the State between the ages of five and seventeen years, as shown by the reports of the County Superintendents of Schools of the several

counties for the school year closing June 30, 1901, is 372,945, distributed among the various counties of the State as follows, to wit:—

Alameda	33,413
Alpine	77
Amador	2,760
Butte	4 439
Calaveras	2 851
Colusa	1,982
Contra Costa	4,353
Del Norte	666
El Dorado	2,021
Fresno	9,725
Glenn	1,247
Humboldt	7,183
Inyo	998
Kern	3,793
Kings	2 6 3
Lake	1,609
Lassen	1 086
Los Angeles	50,063
Madera	1,532
Marin	3,325
Mariposa	1,106
Mendocino	5,057
Merced	2,393
Modoc	1,528
Mono	418
Monterey	5,218
Napa	3,543
Nevada	3,988
Orange	6,074
Carried forward	165,101
Brought forward	165 101
Placer	3 360
Plumas	989
Riverside	4.997
Sacramento	9.347
San Benito	1.766
San Bernardino	7.267
San Diego	7.812
San Francisco	82 173
San Joaquin	7 429
San Luis Obispo	5.164
San Mateo	3.270
Santa Barbara	4,793
Santa Clara	15.150
Santa Cruz	5.687
Shasta	4,358
Sierra	737
Siskiyou	3,812
Solano	5.147
Sonoma	9,805
Stanislaus	2.384
Sutter	1 283
Tehama	2,967
Trinity	800
Tulare	5 608
Tuolumne	2.408
Ventura	4,140
Yolo	3 103
Yuba	2,088
Total	372,945

Apportionment of State School Money.

Following is the July apportionment of state school money to the several counties of the State, on a basis of $3 12 per child on the census of 1900. The apportionment was made on the 8th inst.:

Name of County	Census Children	Amount
Alameda	31,940	$ 99,652 80
Alpine	96	299 52
Amador	2,743	8,558 16
Butte	4,348	13,565 76
Calaveras	2,986	9,316 32
Colusa	2,015	6,286 80
Contra Costa	4,254	13,272 48
Del Norte	635	1,981 20
El Dorado	2,134	6 658 08
Fresno	8 649	26,984 88
Glenn	1,280	3 993 60
Humboldt	6,909	21,556 08
Inyo	1,035	3,229 20
Kern	3,388	10,570 56
Kings	2,453	7,653 36
Lake	1,590	4,960 80
Lassen	1,135	3 541 20
Los Angeles	47,527	148 284 24
Madera	1,417	4,421 04
Marin	3,236	10,096 32
Mariposa	1,132	3,531 84
Mendocino	4,890	15 568 80
Merced	2,355	7,347 60
Modoc	1,540	4 804 80
Mono	379	1,182 48
Monterey	5 335	16 645 20
Napa	3,467	10,817 04
Nevada	4,092	12,767 04
Orange	5 888	18 370 56
Placer	3 394	10,589 28
Plumas	951	$2,967 12
Riverside	4 819	15,035 28
Sacramento	8 816	27,505 92
San Benito	1,766	5 509 92
San Bernardino	6,815	21 262 80
San Diego	7.851	24 495 12
San Francisco	78,554	245,088 48
San Joaquin	7,738	24,142 56
San Luis Obispo	5,400	16,848 00
San Mateo	3,152	9,834 24
Santa Barbara	4 968	15,500 16
Santa Clara	14 518	45,296 16
Santa Cruz	5,533	17 262 96
Shasta	4,287	13 375 44
Sierra	786	2,452 32
Siskiyou	3.716	11,593 92
Solano	4,959	15,472 08
Sonoma	9,726	30 345 12
Stanislaus	2 360	7,363 20
Sutter	1.296	4,043 52
Tehama	2,821	8 801 52
Trinity	756	2.358 72
Tulare	5 398	16,841 76
Tuolumne	2 454	7.656 48
Ventura	4,071	12 7 1 52
Yolo	3,202	9,990 24
Yuba	2,098	6,545 76
Total	361,153	$ 1,126,797 36

To Educational Publishing Houses:

GENTLEMEN: The State Board of Education of California desires to secure from publishers or owners the use of plates of text book matter in the compilation of a grammar school and a primary grade arithmetic. The Board expects these plates to remain the property of the publishers or owners, but expects them to be placed in the hands of the State Printer at Sacramento, at the cost and risk of the owners. For the use of the plates and the copyrighted matter which they represent, the State of California, by authority of its State Board of Education, expects to pay twenty-five cents on the dollar publisher's price for every volume printed and sold by the State of California. In making the request that you lay before the State Board or its committee, for open competition such books as you may have in your lists and may deem suited to the purpose for either or both grammar school and primary grade arithmetic texts, it is suggested that all representations concerning the character and merits of the book or books should be made in written or printed form, and not by personal interview. The persons named below have been appointed a committee of five to examine and give to the State Board of Education their opinions of the merits of the different text books on the subject of arithmetic, which may be submitted for examination at its next meeting about the last of September next, and to the members of this committee you are invited to send your publications on grammar school and primary arithmetic, namely: M. W. Haskell, Univerversity of California, Berkeley; J. W. McClymonds, Oakland; W. H. Baker, State Normal School, San Jose; T. L. Heaton, University of California, Berkeley; A. W. Stamper, State Normal School, Chico.

Most respectfully yours,

THOMAS J. KIRK,

Superintendent of Public Instruction and ex-officio Secretary State Board of Education.

Report of the State Board of Education.

The State Board of Education met at Sacramento, Tuesday, July 2. State Superintendent Kirk, President Black of the San Diego Normal School, President Dailey of the San Jose Normal School, President Burk of the San Francisco Normal School and President Van Liew of the Chico Normal School, President Wheeler of the State University, and Dr. F. B. Dresslar, professor of pedagogy of the University, were present. Samuel T. Black of the San Diego Normal School presided.

Prof. F. B. Dresslar, who takes the place of Prof. Elmer E. Brown as professor of pedagogy at the State University, the latter having been granted one year's leave of absence, was recognized to be a member of the State Board of Education, and was appointed on all the committees on which Professor Brown served.

Discussion of the new certification law was the first matter to receive the

attention of the board. Mr. Burk thought from the adoption of a resolution at the April meeting of the Board wherein Oberlin and Dartmouth Colleges were mentioned that the Board might be expected to be thronged with applications for special high school credentials from the small now accredited colleges. Superintendent Kirk thought every application for special credentials should be considered on its individual merits, and that the new law contemplated that the Board might issue the special high school credential even to a person who was not a graduate of any college. The discussion led to a rescinding of the rule adopted at the April meeting and a reference of the matter again to the Special Committee of the Board on Accrediting of Colleges.

Diplomas and Certificates.

The report of the Committee on Diplomas, Certificates, etc., was handed in by Dr. Van Liew and on its recommendation the following were granted:

APPLICATIONS FOR DOCUMENTS TO ACCOMPANY STATE UNIVERSITY DIPLOMAS —Arthur F. Agard, Kings; Marie Irene Miller, Colusa; Grace Darling Wilson, Ventura.

APPLICATIONS FOR DOCUMENTS TO ACCOMPANY NORMAL SCHOOL DIPLOMAS.—Alice L. Bates, Los Angeles; Leah M. Bletso, Los Angeles; Celine Borde, San Luis Obispo; Ethel M. Bryan, Modoc; Fannie L. Chaffee, Orange; Orabel Chilton, Orange; Mabel S. Hall, Sonoma; Frances J. Heil, Orange; Mabel Dixon Hendricks, Alameda; Philena A. Howe, Mendocino; Mary B. Killefer, Los Angeles; Maude A. Jefferson Leighton, San Luis Obispo; J. W. Marbut; Santa Barbara; Estelle Matlock, Tehama; Mamie E. Mulligan, Placer; Ella M. Newell, Los Angeles; Belle Florence Stone Sauber, Glenn; Halbert Howland Sauber, Glenn; Annie L. Schwab, Placer; Anne Wayne Trescott, Alameda; Charles Edward White, Orange; Carrie F. Williams, Santa Clara; Bertha A. Wiltz, San Luis Obispo.

APPLICATIONS FOR NEW-ISSUE LIFE DIPLOMAS.—Ida S. Hall, Contra Costa; William H. Larew, Madera; Maime Mills.

APPLICATIONS FOR LIFE DIPLOMAS OF THE HIGH SCHOOL GRADE.—Florence Bartling, Alameda; Abbie H. Curran, Fresno; Eugenie Fuller, Riverside; Addie S. C. Hall, Alameda; Eleanor M. Joy, Los Angeles; Wilbur James MacNeil, Sonoma; Frank S. Rosseter, San Mateo; Cora M. Rowell, Fresno; Leigh Richmond Smith, Santa Clara.

APPLICATIONS FOR LIFE DIPLOMAS OF THE GRAMMAR SCHOOL GRADE.—Susan E. Adams, Lake; Nellie M. Allender, Los Angeles; Luther G. Brown, Los Angeles; Anna M Baker, Glenn; Romie V. Brasfield, Colusa; Lillian Putnam Binkley, San Benito; Kate E. Burchell, Fresno; Hannah M. Ball, Los Angeles; W. N. Cunningham, Sonoma; Mrs. Susan Dunn De Soto, Solano; Alice C. Duden, Sacramento; J. D. Elder, Fresno; Daniel Cromwell Franham, Glenn; Edmund J. Fitzgerald, El Dorado; Bertha E. Fitzmier, Los Angeles; Sarah A. Freeman, Fresno; Jennie Gordon, Kings; Margaret E. Gillespie, Nevada; Lewis Grubb, Orange; W. O. Hocker, Sonoma; Emma Frances Hawkins, Merced; Abbie Johnson, Sonoma; Arthur Noel Knight, Fresno; Mrs. Alice R. Lynch, Solano; Emma C. Law-

rence, Santa Barbara; Mrs. Engenia Lindsay, Fresno; Paul Martin, Alameda; Ida Ellanoah Morrison, Los Angeles; Lily E. McClellen, Butte; Margaret Nicholson, Kings: Etta E. Peterson, Sonoma; Joseph B. Ryan, Tuolumne; Mabel G. Ross, David J. Reese, Ventura; Clara Nettie Sallee, Amador; Mrs. Lillian H. Shuey, Placer; Anna Shields, Los Angeles; Helen Sullivan, Los Angeles; Catharine M. Townsend, Los Angeles; Sara L. Smith, Del Norte; Ella Maud Truscott, Inyo; H. Margaret Wales, Alameda; Anna M. Wiebalk, Alameda; Freda Clemensen Wilson, Sonoma; Lorenzo Ward, Ventura; Jessie Pearne Ward, Sacramento; Margaret Wear, Fresno; John J. Julian, Orange.

Applications for Duplicate Life Diplomas, Grammar Grade.—W. F. Bray, Caroline Furber, James W. Kerr, Florence D. McKiernan, Mrs. Louise M. Roy, Del Norte.

Certificates Denied.

In the matter of the high school life diploma granted Emma A. Lauff by the Del Norte County Board on a high school certificate issued by the board of San Francisco, it was decided that, under the law, the county board had no authority for its act.

Like view was taken in the matter of the high school certificate issued by the board of Butte County to Helen Elliott, on a certificate issued by another county, and on the action of the Los Angeles board in issuing to Leta A. Lodge a grammar grade certificate on a Washington State certificate. The committee recommended for these reasons that the diplomas be denied, and the recommendation of committee was concurred in.

The matter of selecting a text for a primary school history of the United States was taken up, and Dr. Van Liew moved that action be deferred until there should be a full meeting of the board, with the exception of Governor Gage, who seldom attended meetings. President Pierce of the Los Angeles Normal School was absent.

Dr. Burk of the San Francisco Normal School objected, stating that if any member opposed the text likely to be adopted, he could block action by simply staying away.

Superintendent Kirk also opposed such an arrangement, calling attention to the fact that the State Board met only four times a year, and that the people were anxious for the board to take action without delay to secure improved text books.

President Wheeler said the board could not afford to defer action and depend on the uncertainty of the future to secure a full meeting.

There was no second to Dr. Van Liew's motion, and Superintendent Kirk proceeded to read the recommendations of the seven prominent educators whose opinion had been asked as to the merits of the several primary United States history texts offered, all of which were by standard authors.

Reports were read from E. M. Cox of Santa Rosa, who gave as first choice Thomas', second Mowry's, and third Eggleston's primary history texts; from E. I. Miller of Chico, who recommended Thomas' first, Gordy's second and Mowry's third; from Mrs. Rose V. Winterburn of Stockton, who

thought there was little choice between Thomas' and McMaster's texts; from Professor R. D. Faulkner of San Francisco, who recommended Eggleston's or Montgomery's texts if to be used in the fifth grade, or McMaster's if to be used in the sixth grade; from Miss Agnes B. Howe of San Jose recommended Thomas' first, and McMasters' for second choice; from W. F. Bliss of San Diego for a three-book course recommended Powell's or McMaster's if a one-book primary course, and if a two-book course Thomas' first, Powell's second, and McMaster's third; and finally from Dr. K. C. Babcock of Berkeley, who reccommended the adoption of Thomas' first with Mowry and Gordy's second and third choice.

On the conclusion of the reading of the recommendations, a recess was taken until 1:30 P. M.

AFTERNOON SESSION.

Board reconvened at 1:30 P. M., with same members present as at forenoon session.

Superintendent Kirk, as chairman of special committe to whom was referred the closing of contract with owners of plates of McMaster's School History, reported that the contract had been duly executed between the three members of the committee, Dr. E. E. Brown, Dr. C. C. Van Liew and himself for the State Board, and Mr. A. F. Gunn, agent of the American Book Co., the owners of the plates of McMaster's School History. The contract and bond of $10,000 were submitted and the action of the committee was ratified by the board.

When the consideration of adopting a primary history came up, Dr. Burk moved that the adoption of a primary history text be postponed until McMaster's history text had been tried for one year. The motion was seconded by Dr. Van Liew. The motion to defer action was lost. Burk and Black voted aye; Wheeler, Dresslar, Dailey, Van Liew and Kirk voting no.

A vote was then taken on the adoption of a primary history. No choice resulted. Ten ballots were taken, but at no time could either the Thomas' or McMaster's secure sufficient votes for adoption. Superintendent Kirk was willing to vote for either Thomas or McMaster's when a choice by his vote between the two texts could be secured. Dr. Dresslar and President Wheeler voted every time to stand by the recommendations of a majority of the committee. Not being able to make a choice, further consideration of the adoption of a primary history was postponed until another meeting.

Superintendent Kirk moved that a committee of teachers be appointed to examine and report upon the best text for a primary and a grammar school geography, to replace that of the State Series.

After considerable discussion the motion was withdrawn.

Superintendent Kirk then moved that a committee of five teachers be appointed to examine and report upon the best texts for primary and grammar grade arithmetics, and the motion was carried. J. W. McClymonds of Oakland, W. H. Baker of San Jose Normal School, T. L. Heaton of Berkeley,

A. W. Stamper of Chico Normal School, and M. W. Haskell of Berkeley were elected as such committee.

Certificate Credentials.

At this point the Committee on Credentials, to whom had been referred the rescinded resolution, which provided that graduates of colleges like Oberlin might be given credentials for high school certificates, reported back practically the same old resolution, with the single exception that specified colleges were cut out and the words, "good colleges," inserted.

The resolution thus amended was adopted.

High School Books.

Under the new law it is made incumbent on the State Board to select text books for use in high schools, and Superintendent Kirk called the matter up and moved the appointment of three to take up the matter and report at the next meeting.

The motiou was carried and Pres. Black appointed Messrs. Dresslar, Van Liew and Burk.

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DOUB VS. STATE TEXT-BOOKS.

The most discussed topic in reference to public schools the past month has been Doub vs. State Text-Books. The A lied Trades of Sacramento, the "Record-Union" and the "Bee" have been very active in the matter. Superintendent Kirk called a meeting of the Kern County Board of Education to show cause why the state apportionment should not be withheld. A meeting was held at Bakersfield, July 6th. Superintendent of Public Instruction Kirk's statement of the meeting will be found in the Official D-partment of this issue. Superintendent Doub has sent out the following signed statement to the press:

STATEMENT BY SUPERINTENDENT DOUB.

BAKERSFIELD, CAL., July 8, 1901.

The school work in this county will not be changed in the least as the result of the investigation held by Superintendent Kirk last Saturday. In order that some people outside of the county may better understand its provisions, the board consented to send the following notice to teachers and indicate the same in the Manual:

"The state series text-books must be used in all the subjects in all the grades for which they are intended. The other books referred to in this manual are to be used supplementary to the state series. The state series text-books are to be in the hands of pupils"

The necessity of re-inacting a state law in a county school manual is, of course, an absurdity, but to tickle the fancy and subserve the policy of some the above statement will be sent to teachers, telling them something which they already know. The manual will not be re-written or changed in any way except in expression as indicated above. It specifically provides now that all supplementary books are to be purchased with library and county funds, and all statements to the contrary are absolutely false. Supplementary books will be used in the future just the same as they have been used in the past, all of which is in strict compliance with both the letter and the spirit of the law. W. C DOUB.

Superintendent Thomas J. Kirk delivered the graduating address to the alumni of the San Jose Normal School.

James H. Pond, principal of the Sacramento High School, has been elected principal of the Oakland High School to succeed J. B. McChesney.

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THE N. E. A. is in session at Detroit. The August number of THE JOURNAL will contain a full account of the meeting.

* * *

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* * *

THERE are 3270 districts in the state. In accordance with the law the 3270 boards of school trustees met Saturday, July 6th, to elect a clerk for the ensuing year. The clerk serves without pay or hope of reward except in the large cities. The fact that more than ninety per cent of the clerks conduct the affairs of the school districts in an honest and fairly capable manner speaks well for the rural citizenship. The only blot on the escutcheon of school trustees is the unlimited and unstinted condemnation of all trustees because one board in one district may be interested personally in selling three dollars' worth of wood to the district. There are evils connected with school administration, but the total amount illegally expended would not pay the cost of a load of mules to the Philippines.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The National Educational Association will hold its annual meeting at Detroit, July 8-12, 1901; J. M. Green, President.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

Northern California Teachers' Association, October 31–November 1 and 2, at Chico. G. H. Stokes, President.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19 and 20. Lewis B. Avery, President.

The University of California will hold its Summer Session June 27 to August 7, 1901.

The San Joaquin Valley Teachers' Association will hold its annual session at Fresno, December 19, 20. President, Supt. S. A. Crooksbanks, Visalia.

Merced will hold an election for voting $30,000 bonds for new school houses.

E. T. Nesbet of Salinas has been elected teacher of music in the Fresno city schools.

J. O. Osborn of Visalia has been elected principal of one of the Fresno grammar schools.

Professor Pettit has been re-elected as principal of the Wheatland Schools.

Mrs. Ada Coldwell, a sister of Superintendent Hughes, has been elected as teacher of drawing for the Alameda City Schools.

F. J. Barnard, ex-City Superintendent of Seattle, has accepted a position with the American Book Company at $200 per month.

S. D. Waterman has been re-elected for four years as City Superintendent of Berkeley Schools.

Robert Crosset has been appointed to succeed John Hancock on the County Board of Education of Calaveras County.

Professor Roby, formerly of Portland, but more recently a teacher in the Burnett School, San Francisco, is dangerously ill in a hospital in San Francisco.

Superintendent R. C. Kerr, who has served the Walla Walla Schools faithfully for many years has resigned. He was given an elaborate farewell banquet by his many friends.

Richard D. Faulkner, the President of the California Teachers' Association, is spending his vacation attempting to catch trout in the Truckee River. P. S. Notice that the word "attempting" is used with malice aforethought.

The State Board of Education of Washington has placed the following books on the Teachers' Reading Circle: Davidson's Psychology, Tenney's Zoology, Tarr's Geology, Swinton's Literature and Mrs. Wilson's Nature Study.

W. S. Thomas of the Merced High School has resigned to go to Columbia University.

W. J. Milne, the author of Milne's Arithmetics, visited Oregon recently in the interests of his books.

Lulu Claire Bahr, County Superintendent of Schools of San Bernardino, has been elected City Superintendent, to succeed F. E. Perham.

E. D. Ressler has resigned as City Superintendent of Eugene. It is reported that he will be elected to a chair in the State University of Oregon.

Miss McKenzie, principal of the Hancock School, San Francisco, has been charged with incompetency, and is now on trial before the San Francisco Board of Education.

The friends of Mr. McChesney of the Oakland High School presented him with a purse of $1,000. Mr. and Mrs. McChesney will use the money for a trip to Europe.

Christian Runckel, who was the Democratic nominee for Superintendent of Public Instruction in 1898, has been elected principal of the Dakota Schools, Alameda County.

Miss Jordan, a daughter of President Jordan of Stanford University, has accepted a position as teacher in the Salinas High School. She is a post graduate of Cornell University.

Barton Cruikshank, who has been elected President of Cogswell Polytechnic Institute, with full power of the initiative, is a son of the noted New York educator, James Cruikshank. He is a graduate of the Brooklyn Polytechnic School. He has filled many important positions. For the past four years he was president of the Clark Polytechnic School, Pottsdam, New York.

Western School News.

The attendance from California to the N. E. A. was not large.

G. W. Hinkle has been elected principal of the Lemore Union High School.

C. C. Childress of Bakersfield has been elected principal of the Hanford schools.

Dr. F. B. Dresslar has taken the place of Dr. Elmer E. Brown on the State Board of Education.

Prof. Burt E. Howard of Stanford University delivered the address on "Education and Democracy" to the graduating class of the Fresno high school.

A party of pleasure seekers, including many noted men, left Berkeley July 1st for a trip to the Yosemite and Tuolumne meadows. The campers will include John Muir, Mr. and Mrs. William Keith, Professor and Mrs Joseph LeConte, Professor and Mrs. Frank Soule, Professor Andrew C. Lawson of the University of California, President Burk of the San Francisco State Normal School, Professor W. A. Dudley of Stanford, and others. Those who will leave July 1st will be only the vanguard of the main party, which will number all told about seventy-five persons. The first division will go directly to Yosemite, to be followed a week later by the remainder. From the valley the party will pack to the Meadows, where camp is to be pitched beside Lake Tenaya. An unusual feature of the camp life is to be a series of informal lectures with a daily musical program. The trip is largely a reunion of the members of a similar excursion party undertaken in 1870, when Professors Le Conte and Soule went into the valley with ten students of the State University.

[Since writing the above the death of Professor LeConte occurred in the Yosemite Valley.]

♥ ♥ ♥ ♥

Joseph Meadows and Mrs. Jeanette Bryan are elected members of the Board of Education of King County.

F. S. Rosseter and Mr. Debeneddit have been appointed members of the County Board of Education, San Mateo County.

Mrs. Ray Abrahams Morris and Miss Lena Polhemus have been appointed members of San Diego County Board of Education.

Carrie Shaw Rice, a member of the State Board of Education of Washington, and Mr. Stanley of the Tacoma schools, are in attendance at the summer session, University of California.

The Department of Education at Stanford will be as follows next year: Ellwood P. Cubberley, A. B., Associate Professor of Education; Edwin Diller Starbuck, Ph D., Assistent Professor of Education; David Samuel Snedden, A. B., Instructor in Education; John T. McMauis, A. B., Assistant in Education; Frank Ernest Thompson, Assistant in Education.

THERE is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from ten drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials. Address,

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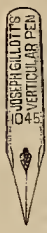

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BOOK REVIEWS.

"The Woodpeckers," by Fannie Hardy Eckstorm, is issued by Houghton, Mifflin & Company. Price, $1.00. This book is beautifully illustrated and treats of the subject exhaustively.

"A New Beginners' Latin Book." By J. C. Hoch and O. F. H. Bert, instructors in Greek and Latin in Greensburg Seminary, Pennsylvania, and published by Hinds & Noble, which aims to teach the essentials of the Latin language, and it is claimed that the book is a great improvement on the text books already in use. Price, 80 cts.

D. C. Heath & Co. have issued in Heath's Modern Language Series "A French Grammar" for schools and colleges by H. W. Fraser and J. Squair. The aim has been to make this French Grammar up-to-date in accordance with the recent advances of modern language teaching. Price, 90 cents.

The Macmillan Company have issued in the Teachers' Professional Library Series 'School Hygiene," by Edward R. Shaw, Professor of the Institutes of Pedagogy, New York University. There are several chapters in this Hygiene that deserve special attention. These are School Baths, School Furniture and Diseases which Concern the School. These three chapters alone would make the book necessary for any teacher's professional library.

"Modern Eloquence." Ten volumes. University Society, Pacific Coast Distributing Department, 809 Market Street, San Francisco. Thomas Beckett Reed, editor-in-chief. The publication of "Modern Eloquence" is a notable achievement. It is a library that will renew interest in the lost art of eloquence. It is a wonderful collection of the best there is in modern eloquence. It is a publication that should be in every library and in every home where culture exists. Write to the publisher for sample pages.

The Western Publishing House has issued "Introduction to the Study of Zoology" for use in high schools and academies by N. A. Harvey, Head Department Science, Chicago Normal School. This book the author claims is written from a pedagogical standpoint and is intended to point out so carefully the content of the subject and to induct so clearly a method by which the content may be realized that no teacher and no pupil who follows the plan here introduced can fail to realize a large part of the value to be derived from the study of elementary zoology.

Polytechnic High School Alumni Organize.

The alumni of the Polytechnic High School organized an association to be known as the Polytechnic High School Alumni Association of San Francisco, June 26th, for the purpose of bringing together their old schoolmates of the classes of '95 to '00 in social reunion and to keep account of the whereabouts of its members who have already strayed as far as Hawaii, Japan, Alaska, Europe, and South Africa. About two hundred students are now on the roll and the association promises to become the largest on the coast.

The officers elected for the current term are: Charles D. Lowe, president; Miss Bessie Henderson, vice-president; Louis Levy, secretary; Ernest W. Jakobs, treasurer; Miss Eunice Kasten, Miss Winnie Lillon, Edward Tietjen, trustees.

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Edited by Harr Wagner

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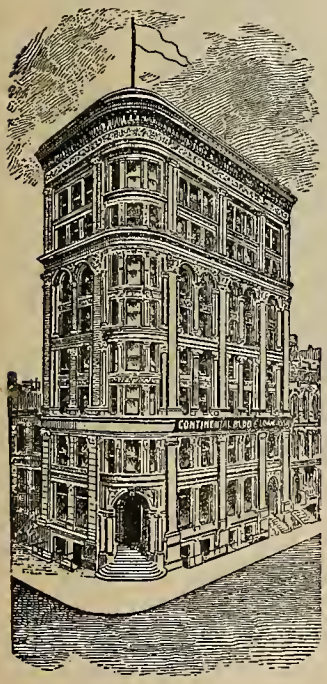

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The Western Journal of Education.

Established 1852.

Old Series: Golden Era, Vol. XLVI. San Francisco: August, 1901. New Series: Vol. V. Number 16.

The Philippine Educational Problem.

FREDERICK W. NASH, MANILA, P. I.

The general concensus of opinion in regard to the Filipinos is that, with the possible exception of love of home and family, their most hopeful characteristic is the intense desire for education that prevails in all parts of the archipelago. In recognition of this fact, the United States authorities here are inaugurating a system of free public instruction that will be comprehensive and far-reaching in its influence, and one that will prove a most powerful factor in winning the confidence of the people. Thru the machinery of an American public school system, American moral and political ideas can be inculcated into the minds of the growing generation and thereby transmitted to the present one.

Residence of Superintendent D. P. Barrows, Manila.

The very important work of creating this great machinery and putting it in motion has been entrusted to Fred W. Atkinson, Ph.D., a Harvard man who came here from the principalship of the Springfield (Mass.) High School. His appointment was unsolicited by him, and it was entirely non-political. When the question arose as to where to find for this undertaking a man who combined the necessary pedagogical training and experience with the business ability to grapple with the many problems of construction and administration presented in this new field, the Philippine Commission consulted the presidents of the leading colleges in the United States. As a result of their conference, Dr. Atkinson was tendered the position, it being understood that he was the choice of both Presidents Eliot of Harvard and Schurman of Cornell. After an investigation of the proposition, in which he became interested in the Filipinos and their country, Dr. Atkinson accepted the appointment as general superintendent of public instruction for

the Philippine Islands, and entered upon the duties of his office September 1, 1900.

Upon the basis of recommendations made by Superintendent Atkinson, the Philippine Commission has enacted laws creating a centralized department of public instruction for these Islands, and under the direction of the general superintendent as its head, there are to be eighteen division superintendents located at the more important towns of the archipelago, which has been divided into eighteen school divisions, as follows:

Name.	Population.	Headquarters.
Manila City	350,000	Manila
Panay	734,889	Iloilo
Negros	391,777	Bacolod
Cebu	504,076	Cebu
Bohol	248.000	Tagbilaran
Leyte (?)	270,491	Tacloban
Zamboanga and Jolo	66,027	Zamboanga
Mindanao	239,197	Cagayan
Camarines	428,212	Nueva Caceres
Pampanga	504,932	San Fernando
Pangasinan	505,641	Dagupan
Samar (?)	258,270	Catbalogan
Nueva Ecija	193,139	San Isidro
Ilocus Sur	293,067	Vigan
Ilocos Norte	237,305	Laoag
Cagayan	150,383	Aparri
Cavite	550,335	Cavite (?)
Laguna	369,083	Calamba (?)

The following instructors in the United States have accepted appointments as division superintendents here: Mason S. Stone, Montpelier, Vermont; G. N. Brink, Berkeley, Cal.; Barker Sherman, Medford, Mass.; S. C. Newsom, Indianapolis, Ind.; M. A. Colton, Yale University; Henry Townsend, Honolulu, H. I.; Jesse D. Burke, San Diego, Cal.; J. N. Deahl, Grafton, W. V.

General Ballames' School, Vigan.

Prof. E. B. Bryan, of Indiana University, has accepted the principalship of the Manila Normal School, and is expected here soon. Dr. David P. Barrows, city superintendent of schools for Manila, has been at his post since last October, and his work has been of a nature very acceptable to the authorities. Of the superintendents above mentioned, Mason S. Stone, G. N. Brink and Barker Sherman have arrived and been assigned to the divisions of Negros, Pampanga, and Leyte, respectively.

Of the one thousand teachers whose employment in the United States

was authorized by Act of the Philippine Commission, seven hundred and eighty-one have been appointed to date. Appointments of both division superintendents and teachers are in the hands of Superintendent Atkinson, who has given the greater part of his time to their selection since the passage of said Act. More than eight thousand teachers' applications from all parts of the United States have been received and passed upon by him. Applications for teacher's positions in the Islands have come from all classes and professions,— not a few having been made by lawyers, business men, and machinists, doubtless with a view to securing transportation to this new field. However, many applications have been received from professional teachers vouched for in the highest terms by the educational authorities. A number of this class have signified their willingness to accept the same salaries for work here as they now receive in the United States, and a few have offered to come for less The leading colleges and normal schools are heartily co-operating with Superintendent Atkinson in the securing of teachers, and many educational officials have given their assistance in this matter. No religious distinction has been made in these appointments, nor has any race line been drawn,— the sole desire being to secure competent and enthusiastic teachers of the highest character. It has been deemed wise, however, to require that all appointees to this work shall be citizens of the United States. The chief requirements for appointment specified by Superintendent Atkinson are: graduation from a college or normal school of good standing, and evidence as to the good character and successful teaching experience of the applicant, to be furnished by school men with whom he is personally acquainted and whose judgment he has confidence; or by educational officials whose character is known to him by repute. A limited appointing authority has been conferred by him upon nearly all the leading colleges and normal schools in the United States and upon many of the state superintendents.

A School Building, Manila.

It is expected that more than five hundred teachers will be ready for transportation to Manila in July, and the Philippine Commission has cabled the Secretary of War requesting that two army transports be assigned to this service. The War Department has been very liberal in its treatment of American teachers up to the present. Commissary privileges have been

granted them here, and it is expected that free medical attendance will also be furnished.

Since the passage of the Act authorizing their purchase, text-books and school supplies to the cost of $175,000 00 have been bought by the general superintendent, and a quantity thereof has been distributed to the schools thruout the archipelago. The Baldwin Primer and Carnefix Chart have proved general favorites for primary English instruction, their bright colored illustrations winning the interest and attention of the Filipino children.

It is Superintendent Atkinson's policy to make the English language the basis of all public instruction at the earliest practicable moment, and it has already been introduced as such. This seems the part of wisdom, since only a very small portion of the population speaks Spanish, and the remainder is divided as to language into a dozen different Malay dialects, each unintelligible to the other. Superintendent Atkinson announces to the Filipinos that the American superintendents and teachers are being brought from the United States for the purpose of creating and putting into operation a school system for these Islands, and that they are coming to teach the Filipino teachers our methods. He tells them that no Filipino teacher will be discharged from any position he may now hold, except for incompetency or immorality, and that as soon as they prove themselves capable to take charge of their own schools, the United States authorities will turn the administration thereof over to the Filipinos. That such a policy is a wise one under the circumstances has been demonstrated in the matter of the American judges whose arrival here to take charge of the courts without explanation to the natives or statement of a definite policy caused a storm of protest and open talk of another revolution by the many disgruntled Filipino judges who expected to lose their positions.

School Teacher of the pure Tagalo Type.

Instead of being a menace to his livelihood, the department of public instruction holds out promise of better things to every native teacher. Under the Spanish regime his profession was looked down upon and underpaid. Many teachers received only three or four pesos a month for their work and had to depend almost entirely on fees from their pupils. The fee system has been abolished and the salaries of school teachers put upon a living basis. They are offered every opportunity for improvement and encouraged to look forward to the time when their own efforts shall make them capable to administer the schools of their country. The instruction given six hun-

dred bright Filipino teachers in the preliminary term of the Manila Normal School, under the supervision of City Superintendent Barrows, has been a revelation to them, and they will go back to their respective schools thruout the Islands with new ideas and a greater interest in their work which now, for the first time, promises them honorable and lucrative employment and opportunity for advancement to positions of importance and trust.

Igorote School Boys.

It is the policy of the department of public instruction to interest these people in their country, and to create local pride in their schools and towns. In the past, each Filipino family has looked after its own domicile, but there seems to have been an utter absence of any spirit to beautify or improve common property.

Superintendent Atkinson accompanied the Philippine Commission on its recent tour of the southern Islands and conferred in regard to educational matters with delegates from the various provinces. In a report thereon which will go to the Millitary Governor within a few days, he has said:

The greatest present need is that of adequate and suitable school buildings. As soon as practicable, all rooms, buildings, or parts of buildings, rented or assigned for school purposes, should be used exclusively for school purposes, and no teacher or member of a teacher's family should be permitted to dwell therein. All school buildings occupied by soldiers, or in any way used for military purposes, should be turned over to the school authorities at the earliest practicable moment. Nearly all the buildings that have been used for military purposes are in a poor condition, and it will be necessary for the municipalities to spend money for their alteration and repair.

Captain and Lieutenant of Igorote School at Angaqui.

The education of girls has not been thought as important as that of boys. Wherever a school for boys is established, it will be the policy of this department to establish one for girls, either in a building near the boys, or under the same roof as the boys' school, but completely separate, with its own entrances and playground.

Great interest has been manifested everywhere in the evening schools. Special funds should be appropriated for the maintenance of these schools which afford opportunity for acquiring the English language to many adults who would not be able to attend day schools. It is planned to establish one high school at the capital of each province in 1902 and to conduct teachers' institutes in all the provinces at an early date.

Under the general supervision of the division superintendents, assisted by resident and American teachers, an attempt will soon be made to compile school census. In the conferences held by the general superintendent on the trip with the commission, the delegates from the various provinces advocated a compulsory school law. Such a law will soon be possible in Negros, and, gradually, in other portions of the archipelago.

The question of sufficient revenue for school purposes is a serious one under the present conditions. The cessation of agriculture and industry due to the insurrection has reduced the majority of the people to poverty. The landed class, which is most able to pay taxes, is taxed the least of all.

It has been suggested that a portion of the thirty million acres of public land in the archipelago be used for the raising of an educational fund. All the expenses incurred by the present department of public instruction have been paid by funds appropriated from the Insular Treasury by the Philippine Commission.

Several of the wealthy Filipinos have sent their sons to the United States to be educated, and many more would doubtless do so had they the necessary means. Superintendent Atkinson has recommended that the transports which bring American teachers here be used on return trip for the transportation to the United States of such Filipino students as desire to enter the schools there. Many colleges and normal schools in the United States have written to him, offering free tuition, and, in some cases, free board for Filipino students. However, few Filipinos are ready for the courses in such schools. It is hoped that the academies and secondary schools will become interested in the matter and make like offers. A few months' sojourn in the United States for several hundred young Filipinos would undoubtedly have a great influence on the situation here, and it is believed by many that the government would make a good investment in furnishing the necessary means to bring this about.

Pure Tagalo and Spanish Tagalo Mentizo Child.

It has been said that the whole Philippine question is a problem and that the educational feature is by no means the simplest part thereof. To organize and administer an American public school system among 12,000,000 semi-barbarous people speaking a dozen different languages is indeed a stupendous task, and Superintendent Atkinson deserves great credit for the energetic but politic manner in which he is handling the situation. His work is pioneer and creative, and it will be the basis of all future educational systems for the Philippine Islands.

Address to the San Jose Normal School Alumni, June 25th.

THOMAS J. KIRK, SUPERINTENDENT OF PUBLIC INSTRUCTION.

The Alumni reflect the character and make the reputation of their alma mater more than do buildings, libraries and laboratories, under-graduate students, or than do presidents and faculties. The Alumni are the garnered sheaves, the ripened fruit, the matured product to produce which the institution was established. The men and women who have gone out from this normal school into the ranks of teachers or into other vocations of life have advertised and they are daily advertising this State institution as no catalog of course of study or other announcement has, or ever can advertise it. Consciously or unconsciously the Alumni are chief in bespeaking its value. The measure of their success is the measure of the success of the school. Unfortunately, and we may charge unfairly, but nevertheless truly, the public judge the product of our Normal School less by those Alumni that are strong and successful than by those that are weak and more or less failures. We have in this the chain that is no stronger than its weakest link, stock the market price of which is no greater than the price which any holder will take for a single share. Experience and observation verified this last winter during the session of the Legislature. On a measure that tended to uphold Normal Schools and emphasize the value of professionally trained teachers the strongest and most active opposition came from legislators who proclaimed with telling effect their unsatisfactory experience with teachers that came from our Normal Schools. They asserted with great persistency that such teachers were no better, generally poorer, less practical than those who by greater self-effort had on examination obtained certificates to teach. After making due allowance for motives not in the interest of public education which prompted some of this opposition, can it be successfuly shown that the work of all Normal graduates has been such as to reflect credit upon their Alma mater? A like question, I know, could be put to every institution, but we have reached a point in educational work when the product of Normal Schools seems especially to be tested. There are those whose opinions are weighty, many of our college professors who have no faith in a science of teaching, who have never looked with favor upon pedagogical instruction or upon such departments in our universities, and do not see any place or need in our educational system for Normal Schools. They contend that expert knowledge of the subjects to be taught is the only essential qualification of the teacher, except an admitted natural

born power in some to teach. Some of you may have noted and read the long and able discussion of this question that was presented last year thru many issues of Dr. Winship's "Journal of Education." Pointed and telling arguments both pro and con were made by scholars and leading educators as to whether or not anything more than scholarship is essential in the preparation of teachers. Were I disposed to enter upon a discussion of this question, time would not permit, even if argument in favor of professionally trained teachers were pertinent to the purpose of this address, which it is not. I shall assume that laymen as met in our legislative halls, and college men as well, are in error, that Normal Schools and departments of education (I don't like the term pedagogical department) in our colleges and universities for the training of teachers have been, and that they will continue to be, essential factors in our system of public education. I shall, therefore, dismiss the question as one fully settled. The opposition is mentioned only that you may be reminded of its existence.

Let us as colleagues consider some of the shortcomings of our Normal School graduates and note, if we can, some of the causes that give rise to the charge of impracticability and lack of adaptability. Criticism, if made in the right spirit, is always to be welcomed, as by it we are enabled to avoid errors and attain proficiency. We venture into the field where theory is to be put into practice, there to discover faults, if any are to be found.

My observations lead me to believe that not a few have gone from our Normal Schools relying too much upon the mere fact of graduation; too much, if you please, upon the diploma which they here received. They seemingly believed that instrument to be a staff that was to sustain and support them in every step to be taken, and have learned only from sad experience that it was but an evidence of things hoped for, not the real substance of things needful and unforeseen. That diploma was evidently in view as the end and aim of their highest ambition when they entered the school. The desire to obtain it was no doubt in some incited by dread of the teachers' examination for certification. They believed it to be the easiest and readiest means for their admission into the teachers' ranks.

Fortunate for that student or candidate teacher who, possessed of these views, had all such preconceived false notions taken out of him, as happily most had, before graduation, but a few certainly have gotten thru with some of these misconceptions still in mind, and they are those for whom the entire Alumni must often stand before the public in unfavorable light; they are those who from the beginning have lacked high ideals; who have been without the true fire in the furnace; who have started out with the expectation of getting somewhere simply by drifting, and who have found after launching

that they were soon stranded upon the shoals. They are those who, with all their training, seem not to have grasped the most needful of all arts — the art of teaching beginners to read. They fail as teachers should not fail in being significant factors in the community for the promotion of intellectual and moral growth. They are those who, not having the spirit of enthusiasm in themselves, fail in power to arouse and keep alive in others — especially in children.

I repeat, the influence of the unfavorable impressions produced by the exceptional failures among Normal graduates is often greater than can be overbalanced by the splendid success of the great majority that go out from here, and I speak of these failures in this presence that all agencies may combine to correct them or at least to make them exceedingly rare. My purpose is to emphasize the responsibility which rests upon all connected with the institution, but particularly upon the Alumni, for the character, the value, the reputation of the school, we see, depend so largely upon them. Every Alumnus is his brother's keeper, and the graduate of this week assumes a new and far reaching relation. He enters an army corps which is constantly under the review of a critical public, and upon his deportment and good bearing depends the fair name of his alma mater.

WORDS OF COMMENDATION.

Having indulged in these adverse criticisms I shall not likely be accused of flattery in making a few favorable comments, and the first of which I shall speak is applicable to all students, under-graduates as well as to Alumni. It is the practice which has always obtained here of welcoming in the right spirit the newcomer This has been in marked contrast with the hazing and semi-hazing in some schools. While the class spirit has doubtless been felt, I have never learned of physical combat between juniors and seniors, or between any two classes. The spirit of true democracy seems always to have characterized and pervaded the membership of this school. Among the students the blacksmith's son has been no less courteously treated than the millionaire's daughter. They have met upon the common level of the classroom and differences of mind and heart only have been recognized. Another point of favorable comment is the general good reputation for honesty and honorable business dealings which Normal students have sustained while residing in San Jose. During an existence of thirty-nine years scandals and offenses against good morals and good breeding have been remarkably few and far between. May this reputation and high standing be ever maintained! There have been graduated from here three thousand men and women, this number being about double that of all

the other Normal Schools of the State combined. They have been a great force in the improvement of the public schools of the State and for the betterment of society generally. This in spite of frequent, and sometimes just, criticism.

The school is rich in memories of noble, soul-inspiring teachers that have been connected with its work. Some have passed to the Great Beyond, but their breathing thoughts and burning words have been enshrined in the lives of thousands of students and their names will ever be cherished among the fondest recollections of the Normal Alumni. Many of these on occasions like this well deserve our words of eulogy and praise, but the limitations of the hour forbid reference to more than one or two. I recall at this time one who left his impress here, one who possessed the fire of enthusiasm and was able to enkindle it to a flame in others,— one whom probably but few of you who are present today were privileged personally to know, Henry Brace Norton. My own acquaintance with him was more fully made in teachers' institutes after I had left the school. His benign countenance is well portrayed in a picture which hangs in the reception-room. He was a giant in intellectual strength, tho at all times appearing frail in body. I think it may be claimed that few riper scholars or clearer thinkers were ever connected with educational work in this State. He was the living example of the true, the ideal teacher. He possessed a soul in harmony and love with all the works of the Creator, and with a mind skilled in the science of mathematics, he could lead his pupils on the wings of imagination to the loftiest heights and by the laws of astronomy teach them to measure the volume and velocity of the stars, or with them descend to the chemical laboratory, and there show them how to analyze and weigh the minutest particle of matter. The scholars of our country were ever ready to pay him homage. He was modest and unassuming, and his profound learning taught him like Newton, that he was merely a child playing upon the seashore, now and then picking up an interesting pebble, but realizing that the great undiscovered ocean of truth lay before him. Another whom I know you hold in grateful remembrance, but with whom my acquaintance was slight, was Miss Wright, who likewise has passed beyond the shadow of earth to the sunshine of the Better Land.

Still another is ever present in my mind when thoughts of San Jose or of this school recur to me. Tho his connection with the Normal has for several years been severed he still moves among us to counsel with his wisdom and to aid with his ripe and varied experience. He it was who, in the true sense, reared upon the foundation already laid the splendid superstructure of

this Normal School. Prof. Charles H. Allen assumed the head of this school in 1872, and it soon took rank among the great educational institutions of the country, a place which it has steadfastly continued to maintain. The character and identity which his personality and influence gave to it while at its head are still cherished and sought to be imitated by those who ever since have been responsible for its policy and direction. Methods and means may have been modified and changed to meet the ever-changing conditions, but the high ideals set up by him have been constantly kept in view. All honor to his successors who have sought to follow him !

With the rapid strides of educational progress in this State, after the way has been opened and the field cleared for two great universities to honor, even to dazzle us with their splendor,—one to be born again into newness of life, the other to spring up as in a night,—some people are too apt to forget the pioneer craftsmen. Newcomers to California, seeing our fine public schoolhouses that dot hill and plain, observing our well-equipped high schools with libraries and laboratories, our commodious Normal Schools with inviting surroundings, our great Universities at Berkeley and Palo Alto, may rarely give thought to the period of crudeness that preceded all this magnificence. Among those who traveled over this State, not so often in Pullman cars as upon the stage coach or on horseback, thru the mountain and valley sections, meeting the people and the teachers in teachers' institutes and other educational gatherings, presenting improved school methods and speaking for the necessity of professionally trained teachers, was found our dear old teacher and friend, Charles H. Allen. The teachers who now enjoy good wages, who have school laws that recognize teaching as a profession and that sustains them in every reasonable right, the teachers who in innumerable ways are favored and appreciated, do not realize how great a debt of gratitude they owe to such pioneer educators as Charles H. Allen, John Swett, J. W. Anderson, and even to those of a later generation, who have borne the heat and burden of the early educational days in California. We should on all occasions seek to do honor to these men. They have been the Horace Manns, the Newton Batemans, the Henry Barnards of California. Prof. Allen, of whom I have particularly spoken, will not, I am sure, ever be forgotten by the Alumni of this school, but will be held in honored remembrance by all, whether they were of his time or later. His life, tho for several years now disassociated with the work of the school, is inwoven with it, and no student can come to San Jose to attend the Normal without recognizing and being benefited by the spirit of Allen that pervades it. It is gratifying to his friends thatthe Allenian Society is a flourishing literary organization here. Those who with me enjoyed the rela-

tion of teacher and pupil with him note that upon our heads as well as upon his, the gray hairs are gathering, and we are thus reminded that we, too, are near if not already upon the sunset slope of life. Few, if any of us, can hope to have so many years full of honor and usefulness as he, but in meeting the duties that are before us, we may always profit by the example which he has so worthily set.

There have been other principals and other teachers, members of this Normal faculty, upon whose virtues the Alumni can ever dwell with honest exultaton. For their guidance and help during student life here I am sure they will not cease to be remembered with profoundest gratitude. May the sacred bond which knits you together as Alumni and teachers be indissoluble while you live; and "may it be to your descendants the example and the pledge of harmony to the latest period of time."

The National Educational Association.

The meeting of the N. E. A. was held at Detroit, July 8th to 13th. The general meetings and each department were well attended. It is said that in point of interest the meeting has never been surpassed. The following extracts will give some idea of the most notable features of the meeting. The debate on report of the committee on a national university, submitted by Dr. Wm. R. Harper, was very spirited:

The committee has been advised of a plan for a non governmental institution at Washington which may be able to supply all that is desired. This plan is the outcome of action taken by the Washington Academy of Sciences, and by the George Washington Memorial Association.

Both organizations have agreed to co-operate to found an institution in the city of Washington as a memorial to George Washington which shall be maintained to promote the advanced study of the sciences and the liberal arts. Concerning the proposed institution it is assumed:

1. That it will be independent of government support or control, as it will also be independent of the support or control of existing institutions.

2. That its objects will be: (*a*) To facilitate the use of scientific and other resources of the government for research; (*b*) to co-operate with universities, colleges, and individuals in securing to properly qualified persons opportunities for advanced study and research now obtainable only to a limited extent in Washington and not at all elsewhere.

3. That its oversight and control will be in the hands of trustees and officers representing the educational experience and ideals of the existing institutions for higher education.

The committee submitted a resolution to the effect that a plan is approved for a non-governmental institution known as the Washington Memorial Institution, to be maintained in Washington, D. C., for the purpose of promoting the study of science and the liberal arts at the national

capital, and of exercising oversight of the advanced studies of duly qualified students in the governmental laboratories and collections.

The report resulted in two hours of hot debate on the subject, which ended by the adoption of the following resolution:

Resolved, That the report of the committee be received and the committee discharged, and that while we express our appreciation of its labors, we are not prepared to abandon the position taken by the National Educational Association in favor of a national university.

This was adopted by a vote of 22 to 4.

President Baker of the University of Colorado was the first speaker on the committee's report. He could not understand the process by which the committee arrived at its decision, and said:

It looks very much like prearranged harmony.

Continuing, he said:

If we had a national university, one that was compelled to keep in touch with the people of the country, and their thought, it would be a century, cure all the evils that threaten the land at present.

We have the spirit of the millionaires and of denominations in our institutions. What we want now is a university built up out of the spirit of the common people, supported by them thru taxes collected by the government. When a few great universities say we ought not to have a national university we begin to suspect that we ought to have it, and when a few great denominations oppose a national university we are quite sure we ought to have one.

He declared that the presidents of eighteen state universities had written him letters favoring the national university, and read letters from General Miles, Ambassador White, ex-Senator Edmunds, and John A. Kasson, declaring for its establishment. After calling the report a "contemptible thing," he said:

This council should affirm its belief in a national university and should advise the National Educational Association to appropriate money for the best committee that can be appointed to work for its establishment.

President Harper took the platform in defense of the committee, and said: "The character of the members should relieve them from such aspersions."

He denied that there was any prearranged harmony.

After considerable more debate of an acrimonious nature, participated in by Dr. Butler of the committee and others, President Swain of Indiana University moved as a solution of the question the resolution which was adopted.

THE COST OF HIGH SCHOOLS.

At the meeting of the National Council on education in the afternoon statistics were given by Superintendent Greenwood of Kansas City, Mo., regarding high schools, which showed a great difference in the cost per pupil. The council determined to investigate to ascertain why Boston, San Francisco and Providence, R. I., spent twice as much per capita as most other cities.

The following table shows the cost per capita on the average daily attendance:

	Number of Pupils.	Cost per Capita.
Boston	5,766	$87.99
Columbus, Ohio	2,053	49 10
Cleveland, Ohio	.....	39.84
Cambridge, Mass	1,250	68.22
Chicago	10,241	58.62
Denver, Col.	1,208	77.62
Detroit	2,716	51.12
Indianapolis	2,058	34.10
Los Angeles	1,357	38.20
Milwaukee	1,810	53.91
New York	.....	77.61
New Bedford, Mass	524	76.44
New Orleans	944	50.73
Ohama	1,518	46.98
Providence, R. I	1,857	86.39
Rochester, N.Y.	1,019	44 92
San Francisco	1,625	97.00
St. Louis	2,243	66 64
St. Paul	1,741	42 33
Springfield, Mass	657	65 70
Toledo, Ohio	1,261	34.42
Kansas, City Mo.	3,464	49.08

HON. WM. T. HARRIS VS. MISS HALEY.

Under the discussion of "Private Gifts to High Schools," Miss Haley said the high schools should not be made the recipients of gifts from millionaires. "It would be a bad thing for the teachers. It would blind their eyes to the facts and make them cease to take steps to get the legitimate income from taxation. If millionaires gave gifts to the high schools probably we grade teachers in Chicago would never have cared to find out that the rich corporations were allowed to escape taxation."

Miss Haley maintained that most of the public lands given for school purposes had been sold and were no longer a source of income. She said the revenue was constantly decreasing, and held that if the school work was divided up into more departments other departments would suffer, and that the burden would have to fall on the grade teachers.

At this point Hon. W. T. Harris sprang up and exclaimed:

"Any attempt of this kind to alarm the audience concerning the public schools by what is going on in Chicago should not be taken seriously. Chicago is morbid in regard to education. It has hysterical outbursts which are noised about the country until it is thought by some that the whole educational world revolves around Chicago. The country should be warned that Chicago is essentially morbid and that the situation there is very much exaggerated."

"The Chicago Teachers' Federation has got a decision in the Sangamon County Circuit Court," said Miss Haley, "that the rich corporations should pay taxes on $235,000,000 of stock. If the Supreme Court sustains the de-

cision the Chicago schools will get an increased income. Is that a hysterical outburst? If it is, I hope it will become contagious all over the country. We would better have more of that kind of hysteria. You are not posted on Chicago, Mr. Harris. You have thrown down the glove, and I take issue with you. I will meet you at any time or any place on the public platform, and we will see whether you know more about the situation than I do. You have not stated facts, because you do not know them."

In the meantime Mr. Harris has learnt that his doughty little opponent was the leader in the teachers' tax fight in Chicago. He speedily apologized and acknowledged that his words might have been harsher than he intended. He backed down completely and the discussion was closed.

After the meeting several educators congratulated Miss Haley for her staud, and warned her that by next year Mr. Harris would be primed with facts about Chicago.

FADS.

Under the subject "What Constitutes a Fad," the following breezy discussion took place:

Professor William K. Fowler defined a fad as a "perennial breeze from the Windy City." He also said that the people need not be worried where there were fads in schools. "Fads do not thrive in the slime of stagnant ponds," was the way he put it. "Where there are fads there is life, thought and spirit of progress in the educational world."

Superintendent F. Louis Soldan of St. Louis started the discussion by reading a paper on the subject.

SCHOOL FADS NOT THE ONLY ONES.

Prof. Fowler took up the subject with hammer and tongs where Superintendent Soldan left it. He said a fad was something the editors of Chicago papers were apparently in mortal fear of. The schools, he said, will never go back to three R's.

"What is a fad?" he said. "It is most often an educational subject seen thru a stone wall. It is something different from what was taught in the schools, when the adult public attended. It is something of which time alone can prove the worthlessness or the value.

"As a rule I would say it is better to condemn two or three hours piano practice a day in the home than to say we shall give up fifteen minutes of singing in the school. It would be as well to look for fads in the home and on the street as to spend so much time worrying about fads in the schools."

THE IDEAL EDUCATION FOR WIFEHOOD AND MOTHERHOOD.

The declaration by Dr. G. Stanley Hall that the modern education unfits women for wifehood and motherhood was the feature of the convention. The Chicago "Tribune" contained the following report:

Two theories advanced by G. Stanley Hall, president of Clark University, Worcester, Mass., before the Council of Education today caused a sensation.

They are that the higher education unfits young women for wifehood and motherhood and that boys should not be discouraged in the use of slang. He would separate the sexes in the higher schools.

Dr. Hall confessed that he had an ambition to follow in the footsteps of President Harper of the University of Chicago. He said he was looking for a millionaire who would make it possible for him to establish an ideal school. He then went on to give his plan for an ideal high school, but before he had finished he had half the prominent educators in the audience clamoring to be heard in answer to his sweeping statements. Colonel Francis W. Parker of Chicago led the opposition.

WOULD SEPARATE BOYS AND GIRLS.

The theory of President Hall that brought forth the most opposition was that on the higher education of young women. He proposed to educate the girls in a different manner and along different lines from boys and would begin by separating them in the high school. He said also that boys were right and teachers wrong on the question of slang. He could see good reason why boys wish to talk in the language of "Chimmie Fadden." He insisted they should not be entirely discouraged in the desire to have words fresh from the mint where language is coined.

When Dr. Hall found himself attacked from all sides because of his attitude of the question of education of women he said:

"Do not misunderstand me. I consider woman fully as broad and as worthy of cultivation of the highest kind as man. She is broader in spirit and more in touch with the human race as a whole.

MAY LEAVE MEN TO THE REAR.

"It may even be that woman, like the female in many other species, is becoming stronger and more numerous, forcing man to the puny, insignificant animal that is seen in lower species in the male, but the woman of higher education, as it is given at present, will not become the mother of the future race."

Other educators were unwilling to accept either the statement that man is to become as insignificant compared to woman as some male butterflies and insects are compared to the female, or that higher education is injurious to woman. The discussion resolved itself largely into a difference between the East and the West. Eastern men were in favor of separating boys and girls in the school, while Western educators preached democracy and community life in school.

COLONEL PARKER OPPOSES THEORY.

"What is it that we have schools for?" asked Colonel Parker, striking one of his fiercest attitudes and waiting for an answer. "I think it is to teach children to live, and not to give them a little education. It is the idea of the community that must set our standard for teaching. If we would make the pupils future citizens we must make them present citizens. If you take the girls and young women out of the community life of the school you take away half of life. The day may come when this idea of education will go

into effect. I don't know when, but I do know, thank heaven, that before that day I shall be dead and gone.

"I have seen something of this foreign idea of education of women. I have been at an affair in Germany where the men gathered in one part of the room to talk philosophy and the women in another to talk like silly geese. I prefer the American woman."

SOLVES PROBLEM OF IDEAL SCHOOL.

President Hall declared he had solved the problem of the ideal school.

"Now my constant prayer is for a millionaire," he said. If I could have the money I believe I could establish within five years a high school to which I could invite yon, where you could find none of the faults in the present educational system. Most of the things that I believe belong to the ideal school are already in practice in various schools. I would put them together into a sort of mosaic and the result, I believe, would be a school which should satisfy the critics of the present system."

President Hall explained at some length his position on higher education of women. He said girls at the high school age are fully able to keep up in their studies with boys, but it is done at great expense. They use up that force which is intended for something else, and are unfitted for wifehood and motherhood. He said that after the large proportion of young women had been educated in things that would fit them for the part of woman there might be a few left to support themselves. Even these women would be better fitted to support themselves, he thought, if they had the training toward wifehood and motherhood.

The meeting was prolonged until 6 o'clock by the heated discussion caused by these sweeping statements.

"Are you willing to say, Dr. Hall," asked one man, "that your conclusions are as absolute and as carefully based as the law of gravitation, so that we can be guided by them?"

"Yes," replied Dr. Hall. "It is my opinion that they are absolute conclusions."

When the discussion was over Dr. Hall was not allowed to leave the platform. A group of the more excited pedagogues gathered about him and fairely laid hold of his clothing in their desire to tear his theory to pieces.

Aaron Gove of Denver, President Swain of the University of Indiana, and several others present expressed the belief that the discussion of "The Ideal School" would be the important feature of the present convention, and that the points brought up by President Hall would be the chief topics of discussion in educational circles during the coming year.

The officers of the association for the ensuing year are:

President—W. M. Beardshear, Iowa Agricultural College.

Secretary—Irwin Shepard, Winona, Minn.

First Vice President—James N. Green, New Jersey, State Normal School.

Second Vice President—Wales Cumberland, Martindale, Detroit.

Third Vice President—H. S. Tarbell, Providence, R. I.

Fourth Vice President—W. W. Chalmers, Toledo, O.

Fifth Vice President—Professor C. W. Woodward, Washington University, St. Louis.

Sixth Vice President—A. Wellington Norton, Sioux Falls, Mont.

Seventh Vice President—S. D. Sargent, Great Falls, Mont.

Eighth Vice President—Edward.Stanley, Wichita, Kas.

Ninth Vice President—William Martin Slayton, Atlanta, Ga.

Tenth Vice President—R. S. Bingham, Tacoma, Wash.

Treasurer—Charles H. Keyes, Hartford, Conn.

William Miller Beardshear, the new president of the National Educational Association, is the president of the Iowa State College of Agriculture at Ames, Iowa. He was president of the Western College of Toledo, Ia., from 1881 to 1889 and was superintendent of the Des Moines city schools from 1989 to 1891 and president of the Iowa State Teachers' Association in 1894. He was United States Indian commissioner in 1897–98. Mr. Beardshear has been president of the Ohio State Agriculture College at Ames since 1891. He was born at Dayton, Ohio, and was educated at Oherbein, and at Yale.

Nature Work at Pacific Grove.

MARION A. ROUSE.

Nature-study has long been recognized as one of the most important branches in the school curriculum, and in the Reports of the Committees of Ten and Fifteen is given equal rank with mathematics, literature and history.

Our County Board of Education has outlined an excellent course in nature-study for every grade in the primary and grammar school. The subjects for study are many and varied, taken from both the plant and the animal world, and allow much latitude to the teacher. Where there are few plants or animals, minerals may be studied, so that no matter how poor her environment may seem to be, there can be no excuse for a teacher's failure to make nature-study a part of her regular school work.

In Pacific Grove we have an unusually rich field for study; so rich, in fact, that our problem is not, Where shall we find material for work, but, what can we select to best advantage from such a mass of material.

In the 6th and 7th grades, which occupy the same room, the classes have worked together in such a way that both have received the benefit of the work outlined for each.

Last autumn, birds were made the subject of study for a number of weeks. Observations were made outside of school and reported on once a week in class. The pupils were encouraged to keep note-books, in which to write down their observations, and many of them did so, thus receiving a good training in expression. Compositions on birds were also written. Many delightful little stories were told in this way in excellent English. The teacher found Charles Keeler's "Bird Notes Afield," and Olive Thorne

Miller's "A Bird Lover in the West," very helpful for inspiration and reference.

No birds were killed, and no nests were robbed, as one of the chief objects of the study was to induce and cultivate a love for our merry "little friends in feathers" that shall help to protect them and save them from the extermination that threatens so many of their species. Lovers of nature are never ruthless destroyers.

Later in the season, after the rains, plants were taken up. Whenever possible, the whole plant was obtained, and the different parts described and named. Water-color drawings were usually made of each plant, and many compositions were written. The microscope was often called in to add to the interest. Children never tire of the gardens; each year brings new hopes and joy. Sometimes we succeed and sometimes we fail, but we are always the richer for the experience. We have come closer to Nature; we have learned some of her secrets; we have had many happy hours in the pure air and beautiful sunshine; we have gained in health, and to many of us elders, this contact with the brown earth has brought strength and healing. Tennyson felt that if he knew all the mystery of the "flower in the crannied wall," he would know all of life, and there are many of us who, like Elizabeth in her German garden, flee to our gardens to learn grace and patience and cheerfulness. To quote again from Prof. Bailey: "The very stress of our lives is driving us to nature for respite. An interest in plants is part of our culture and our leisure, akin to our interest in books and pictures and music. Sooner or later, every person feels this desire to plant something. It is the return to Eden, the return to ourselves, after the long estrangement of our artificial lives. To one person, this desire for the out-of-doors is an expression of the art-sense. To another, it is respite and release. To another, it is the joy of seeing and touching real things. To another, it is health and physical exercise. To others, it is natural history. To others, it is gardening or farming. To some it is communion of the soul with the great mysteries of nature."

The ethical as well as the scientific values of gardens in connection with schools is being pretty generally recognized, and in a few places the good work has already begun, Pacific Grove being one of the first to place herself in line.

The work has been given to the 7th grade, and has been carried on outside of school hours. So far, it has all been pioneer work, and has therefore been full of rather unusual difficulties. In the first place, wild brush land had to be cleared and broken. In this part of the work the high school boys were of great assistance. Our principal took great interest in the work; every evening after school he was to be seen surrounded by a group of busy workers from the high school, himself the most active and enthusiastic of all.

The ground to be cleared was full of oak stumps and these gave opportunity to apply their knowledge of physics. The trunk of a slender pine tree made a lever of the first class; blocks and tackles were attached to this, so as to make a compound system of six pulleys. By commutation it was

found that the pulling strength of one boy was converted by the machine into more than seventy-five thousand pounds pressure on the stump.

After this, the children gave their spare minutes for many days to pulling out the smaller roots. The poor unfortunates who were susceptible to poison oak paid dearly for this, but their courage was not daunted. The beds were next surveyed and marked off by the children and their teacher. Then the garden had to be fenced to keep out trespassing fowls, and to obtain money for that and for some garden implements, a cantata was given on February 22nd, the practice for which took all the spare minutes for some time. Fencing the garden and laying out the beds gave the children a delightful chance to use their arithmetic to advantage. At last, rather late, on account of the various delays, came the planting. Some of the children bought their own seeds; some seeds were obtained from the government at Washington; and most of the flower seeds were distributed by the Pacific Grove Museum Association. In the arrangement of the beds, individual taste was allowed full sway, both flowers and vegetables being planted by each child. None of this garden work is compulsory, so it gives a chance for self-activity. Some became discouraged when the weeds began to grow, and let their beds run to waste. But the majority kept up their interest and care, some even fetching water in buckets as the dry season came on, there being as yet no hydrant in the garden. By the end of the school term, there were about a dozen flourishing, attractive beds to show for the work.

Journals were kept in which the children noted down the day's doings, the sprouting and appearance of the seeds, the number of their cotyledons, etc., etc.

Incidentally, the teachers got an æsthetic pleasure from the garden that wasn't put down in the bargain. It was a rarely beautiful picture the children made in their bright dresses, raking and hoeing and spading and weeding in unconsciously picturesque attitudes. And the rosy cheeks and sparkling eyes which the children brought in from the garden, telling of refreshed and strengthened bodies and minds, have made us feel that the experiment has been a success, considered from the health point alone. Next year we hope for much better things.

The object of the work is threefold: (1) To give the children a live interest in the growing plant; (2) To give a knowledge of the seasons, soils, and conditions of growth which obtain for the most common plants, both useful and ornamental; and, (3) To supplement the school work by giving a basis for material for composition and drawing, and sometimes for practical work in arithmetic.

The government has been asked for $10,000 to defray the expenses of fifty Filipino teachers who wish to study their profession in this country. Certain of our normal schools have offered their courses gratis, so that the money is needed only for traveling and actual living expenses.

ON THE SAILING OF THE TRANSPORT THOMAS.*

I saw a vessel sailing
  Into the setting day,
It bore a gallant company
  To islands far away;

Where dark-hued children playing
  Beneath their sunny skies
Turned to the coming strangers
  Their black and wondering eyes.

And there were noble women
  And men of manly mien,
And on the deck was Destiny
  Sailing with them unseen.

As in the dim blue distance
  The good ship sped along,
I saw a wondrous harvest,
  I heard the workers' song.

And once a sound of mourning,
  By Pasig's gray-green wave,
Where wept the dark-eyed children
  Above a teacher's grave.

(Ah ! pleasant be that slumber,
  And when I come to die
May little children mourn me
  'Neath home or alien sky.)

Then slow the good ship melted
  Into the sunset sheen,
A distant hulk, gold-burnished,
  And the gray sea between.

And on the deck was Destiny
  And Love all silence-shod,
And true-eyed Faith, transmitting
  The messages of God.

— *Carrie Shaw Rice.*

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*The United States transport sailed for Manila July 10th with 365 male and 165 female teachers. A large crowd was at the dock. Carrie Shaw Rice of Washington was present and wrote the above poem in honor of the teachers. In some respects the sailing of 500 professionally trained teachers to the Philippines marks an epoch in civilization.

Current Educational Thought.

ACADEMIC FREEDOM IN AMERICA.

WM. DEWITT HYDE, BOWDOIN COLLEGE.

The last decade of the nineteenth century has raised the question of academic freedom in several cases: at Brown University, Chicago University, Kansas State Agricultural College, and Leland Stanford Junior University. It is not my purpose to discuss any of these cases. For every college president knows that there are many things on the side of such questions which cannot be made to appear to the public as they really are. What one of us has not, time and again, been compelled to hold his peace while the public was making all sorts of unjust criticisms, simply because telling the whole truth would do more harm to the institution and to other persons than the criticisms could do to us!

Removal of professors for incompetence is a duty of trustees and presidents which they have never half lived up to. To shift this duty on to students as has been done in the past, or on to the elective system, as is being done at present, is cowardly negligence. The incompetent man should be dismissed at the first opportunity. Academic freedom demands it. For the truth has a right to be uttered through a voice competent to proclaim it. Kindness to the incompetent is treason to the truth: a betrayal of the rights of students. Not one applicant in ten for a professorship is fit for the position for which he applies. The most ominous sign in American education today is the fact that a certain class of institutions are filling up their chairs with men who have indeed met the technical requirments of graduate study; men who are capped in a thesis and gowned in a doctor's degree, but who lack the grasp of their subject as a living,growing whole.

So much for a professor's duty to his subject and to his students. His next duty is to his college. Egotism and individualism are inconsistent with the harmonious working of a faculty. Unless a man can be courteous and generous in his relation with his colleagues and can co-operate with them harmoniously and goodnaturedly in common work, he has no place on a college faculty. This matter is much more important in small colleges than in large universities. The egotist who would make interminable trouble in the small circle of a country college may be swallowed up and utilized to good advantage in a university which is large enough to ignore the personal equation of the individual. The first few years of a professor's appointment should be regarded as strictly provisional and temporary; and if incompatability of temper develops in these early, years it is safe ground for refusal to renew the appointment. Unless a professor is prepared to do a good deal of unrewarded drudgery,and to co-operate with others in plans of which he does not altogether individually approve, and to be at times the agent of policies to which he cannot give his hearty personal assent; above all if he cannot recognize that other people have as much right to their point of view as he has to his own, he never will make the most useful member of a college faculty.

The faculty is always divided into two camps. One type of professor is content to give the same lectures, read the same passages, and teach the same subjects in the same way in which he fell into teaching them within the first five years of his professional life. The professor of this type can make a professor's chair the easiest sinecure to be found in the whole range of salaried positions. Another type of professor is always living on the frontiers of investigation and research; pushing forward the boundaries of the known, and penetrating into the confines of the unknown beyond. This type of professor probably does more and harder work for the money he receives than any class of men in the whole economic world. It is the duty of the constituency of an institution to watch those subtle tendencies that bring institutions into decrepitude and premature

decay; to give their cordial appreciation and approval to every effort to push the institution to the front; to insist that dead wood shall be mercilessly cut out; that new methods shall be adopted; new equipment secured; new policies attempted as soon as educational progress elsewhere, or the consensus of educational opinion, demands them. The students are always a great help in this matter, tho, as has been previously indicated, here help is often rendered in rude and brutal ways. The alumni, especially the young alumni, can render their alma mater the greatest service at this point. They should compare the courses of study in their institution with the best courses that are offered elsewhere. They should watch with jealous interest every new election and appointment and know precisely what the election or the appointment means; whether it is on the side of retrogression or progress; whether it means improvement or decline.

Academic freedom is not the question of whether a professor teaches or refrains from teaching this or that. As Plato says of justice, that it is the harmonious working of the several constituent elements of the university. An institution is enslaved when any one of these parties encroaches on the rights of others. Its slavery may come from either one of these sources:—meddlesome founders aud dictatorial donors; a State that is either too lax or too severe in its supervision; a president and trustees who are either abitrary and partial, or negligent and incompetent; professors who regard their mission as agitators in behalf of their own peculiar views as prior to their obligation to the institution and the proportions of truth; obstreperous and lawless students, and, lastly, indifferent and easy-going alumni, who forget the duty they owe to there alma mater, and premit her, without protest, to lapse into fossilization.

ARE WE "INTELLECTUALLY WEAK"?

President Schurman of Cornell conferred 430 degrees and 63 advanced degrees at the thiry-third annual commencement of that university on June 20.

In his address the president took a rather pessimistic stand. He said that while the United States was a great nation commercially, it was weak intellectually. No really great creative minds have been produced. No names that could be ranged along side of Darwin or Shakespeare. Any nation whose influence is to endure must have intellectual genius. He thought that the universities would yet supply the deficiency.

President Schurman's address has been quite generally criticised by the press. The Washington Post in the course of a long editorial stated:

"The professor's thought was timely as it was frugal. Of course, there is nothing in it—absolutely nothing; for no intellectual genius or creative was ever yet produced by any university. What Darwin knew he did not learn at school. On the contrary, such men as he and Spencer and Huxley enlightened the schools themselves. The same may be said of Voltaire, Galileo, Michael Angelo, Spinoza, Kant, Liebnitz — a hundred others — the creators not the creatures, of schools, phllosophies and cults, who furnished the inspiration and the vital spark of the universities of their time."

"Emerson, Lowell and Longfellow are mentioned as hardly within President Schurman's category, and our intellectual supremacy in mechanical invention is asserted. If the measure of intellectual greatness is achievement for the benefit of mankind, mignt not Howe, the inventor of the sewing machine, be rated higher than he who has produced however great an epic?

In Washington there are now in session two vacation schools; one for white and one for colored children. The schools last until August, and each has about 500 pupils enrolled. No lessons are studied, but lectures and readings are given on subjects within the scope of the year's study in the different classes. Two sessions are held daily. The play yards have been fitted up with swings, see-saws, and other paraphernalia. The main object of the school is to give children a place to go and to keep them off the streets. From the success of the venture, it is probable that other schools of the kind will be established in the future.

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* ..... Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board* ..... Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER ..... President University of California, Berkeley.
FLETCHER B. DRESSLAR, Prof. of Theory and Practice of Education, University of Cal., Berkeley.
MORRIS ELMER DAILEY ..... President State Normal School, San Jose.
E. T. PIERCE ..... President State Normal School, Los Angeles.
C. C. VAN LIEW ..... President State Normal School, Chico.
SAMUEL T. BLACK ..... President State Normal School, San Diego.
FREDERIC BURK ..... President State Normal School, San Francisco.

OFFICIAL OPINIONS.

Boards of school trustees may of their own volition, and must upon a petition signed by a majority of the heads of families resident in the district, call meetings of the qualified electors of the district, and must be governed by a vote of the majority of such electors of the district in the following matters, to-wit: determining or changing the location of a schoolhouse, the use of the schoolhouse for other than school purposes, the sale and purchase of school sites, the prosecuting, settling or compromising of any litigation in which the district is engaged or is likely to become engaged. The vote in favor of changing the location of the schoolhouse shall be two-thirds of all the electors voting, and it is provided that in no case shall the schoolhouse be used for purposes which necessitate the removal of any school desks or other school furniture.

* * *

The county superintendent of schools is not authorized to go back of a certificate of election of a school trustee as furnished to him by the board of school trustee's election. In case of a tie at a school election the judgment as frequently expressed by this office and by the Attorney-General is that there is no authority for calling a new election, but that a vacancy occurs by reason of failure to elect and that the superintendent must appoint.

* * *

By subdivision 2, section 1543, the excess of school money to the credit of a school district is a question, in my judgment, to be determined by the county superintendent of schools. It is within his discretion to determine what is a reasonable amount necessary to maintain an eight months' school during the school year, and he is authorized and directed to place the excess of what is reasonable to the credit of the unapportioned school fund of the county, and to apportion it the same as other county school funds are apportioned.

* * *

Subdivision 10th of section 1670 relating to high schools provides that the principal of a high school may also be chosen to supervise or act as principal of the grammar school if so desired by the trustees of the districts. This, in my opinion, authorizes the local and high school trustees to employ a principal jointly on such terms as they may mutually deem desirable. The service rendered the high school must be paid from the high school funds, and that rendered grammar or primary schools must be paid from state and county or district special funds.

* * Failure of a teacher to attend the annual county teachers' institute must be reported by the county superintendent to the county board of education. The county superintendent has no authority to grant excuse for non-attendance for any cause. He is required to report all cases of failure to attend the institute to the county board of education. Willful disregard of the law which makes it obligatory for a teacher engaged in teaching at the time regularly to attend the sessions of the county institute may well be deemed unprofessional conduct, and may constitute good cause for suspension or revocation of certificate by a county board of education. The fact that the law requires the county superintendent to report to the county board all teachers who fail to attend the institute and that to such board is given the authority to suspend or revoke certificates for cause implies authority also vested in such board to determine validity of excuses for failure to attend the institute. For the foregoing conclusions see subdivision 6th of section 1543 and subdivision 6th of section 1771 of the Political Code.

* * *

Where a contention arises as to the legality of continuance of a trustee in office or of the validity of his election, the matter can be determined only by the superior court of the county. The county superintendent has no judicial authority over such matters. His power is only advisory in such cases, as also is that of the district attorney.

* * *

Section 1687 of the Political Code gives the legal qualifications or requirements of teachers of beginners in schools having more than two teachers. Three or four months' experience is not sufficient for elegibility for a teacher of beginners in such schools. Two years' experience is necessary, except in the case of a State Normal School graduate.

* * *

In the case of Vernon School District *vs.* Board of Education of the City of Los Angeles, the Supreme Court held that the school building and all real property which were comprised within the annexed territory goes to the city or district to which such territory was annexed. This does not imply that the records of average daily attendance in the district from which a portion was cut off shall in any manner be affected. To the old district is to be apportioned public money on average daily attendance during the last preceding school year regardless of any recent change in its boundary. Vernon school district is merely mentioned as a case in point.

* * *

The State Board of Education has ruled that as no authority was given prior to July 1st, 1901, for the recognition by one county of the high school certificate of another county, no application for a high school life diploma would be considered by the State Board unless the recommendation should come from the county which originally granted the high school certificate.

* * *

The new certification law which went into effect on July 1, the present year, does not provide for the issuance of any more State educational diplomas or primary grade certificates, but those heretofore issued are valid for the full time for which they were issued. A primary grade certificate

may in the discretion of the county board that granted it be renewed for a period equal to that for which it was originally granted, which is two years.

* * *

Subdivision 21st of section 1670 stipulates that a school district cannot lie partly within a high school district and partly without. I construe this also to mean that a school district cannot lie partly within one high school district and partly in another high school district.

Where a school district has been formed of territory lying within two adjacent high school districts the situation may be remedied by applying the law as found in section 1551, wherein it is stipulated that, "in case the boundaries of districts are conflicting, etc., he (the county superintendent), shall report such fact to the board of supervisors and the board of supervisors shall immediately take such steps as are necessary to change, harmonize, and clearly define them."

Subdivision 2 of section 1577 stipulates that the boundaries of a school district, *except* as provided in section 1551 which is the law above referred to, shall be changed only between the first day of January and the 5th day of April, etc. Thus, it will be observed by the exception, authority is given to the superintendent and the supervisors to harmonize conflicting school boundaries *at any time.*

If the conditions should be such that the boundary of the newly formed district cannot be harmonized or changed without practically abolishing the district, then it is my opinion that the board of supervisors should rescind their action establishing such district. I take it that subdivision 21 of section 1670, to which I first refer, is constitutional, definite and uncompromising, and that the legislature intended that a school district must lie wholly within or wholly without one high school district.

THOMAS J. KIRK,
Superintendent of Public Instruction.

The State Series of School Books.

A Very Interesting Statement Thereon by Superintendent Thomas J. Kirk.

Sacramento Bee of July 10, 1900.

STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION,
SACRAMENTO, CAL., July 10, 1901.

To the Editor of the Bee — SIR: Having found your columns always open for free expression of thoughts on public questions, permit me to advance a few in reference to State publication of school text-books. My name, however, has of late been so frequently mentioned in the public press and in connection with State school books, that I shrink from further notoriety; but

there are a few facts which the people, I think, in fairness to all concerned, should know.

Let me begin by stating that I have no disposition to excuse the State Board of Education from any criticism that is justly its due, nor do I expect, as a public official, to escape blame or censure myself when either can honestly be laid at my door. The failure of the State Board to make a choice of a primary school history text at its last meeting, July 2nd, I admit, is hardly to be pardoned, and I intend calling another meeting at the earliest date that I can hope for a full attendance, mainly to have this pending question settled. All people may not know that the State Board consists of nine members (only eight as a rule attend the meetings), and that it requires five votes — a majority of the entire Board — to give validity to any act. Seven members only were at the meeting of the 2nd instant. The choice of a text narrowed down to two books, but neither of the two could get more than four votes.

Some other facts are deserving ot notice and may be enumerated as follows:

First—No legislation for the solution of the school text-book problem was secured at the last Legislature, nor has there been any legislation on the subject since 1893. The Text-Book bill that passed both houses of the last Legislature failed to receive the approval of the Governor and therefore did not become law. Hence, the *Record Union* was in error yesterday morning in the statement:

"At the last Legislature full and sweeping power was given to bring the series up to the desired standard."

Second — The plan now being attempted by the State Board of Education, under existing law and conditions, following the conclusion of an opinion rendered by the Attorney-General, seems fraught with more or less difficulty, mainly for the reason that it is new,—an experiment, something never before tried anywhere. The Attorney-General, whose advise has constantly been sought, admits that such a plan was not contemplated at the time of the adoption of the present Constitution, nor under existing law. He discovers that the plan is permissible, but that the edge is rather narrow to stand and work upon. To succeed and work out this plan of revising old books or of compiling new ones by the use, thru purchase or hire, of plates of copyrighted matter, the earnest and hearty cöoperation of all parties is absolutely necessary.

It was no easy matter to get the owners of plates of recognized books of merit to agree to compete with one another before the State Board of Education on a royalty basis, the price to be paid after books have been manu-

factured and sold. The State Board has no money, nor has it had for the past several years, with which to buy or hire copyright or plates of copyrighted matter. The agreement to compete was secured by President Wheeler after much time spent in the East with the large manufacturers of books who own the copyrights of the best school books. Some may think a royalty of 25 to 30 per cent on publishers' prices is too high for the use of plates, but the owners of the best books were unwilliug to consider the proposition for less. For plates for arithmetics, which are deemed less expensive to make than histories or geographies, only 25 per cent has been offered; it remains to be seen whether plates of the best arithmetics can be secured for this per cent of publishers' prices.

Third — The procedure under this plan of hire of plates does not seem to be entirely clear to the State Printer, and only the other day he informed me that he was not sure that, even with the plates of the grammar school history laid down at the State Printing Office, as now contracted for, he could make the new history. Of the mechanical work I am not competent to speak. The State Board has entered upon this new plan, supposing that if plates could be secured and placed in the hands of the State Printer, there would only be the press and binding work to be done, but neither myself nor any other member of the State Board, to my knowledge, is familiar with the means and facilities at the command of that official. The present State Board has no funds at its command with which to aid either the educational or the mechanical side of publication; but without financial means for the educational side the outlook is very promising for securing the plates of the very best books that are now being published anywhere — as educational experts appear willing to aid in selecting the best texts on the different subjects without compensation.

Fourth — The State Board has for traveling expenses for its members an appropriation of only $500 per year, and it takes about $150 for a single meeting. I think I may justly add that I earnestly asked for the sum of $1000 per year from the finance committees of the Legislature last winter and pointed out the necessity of frequent meetings of the State Board, particularly if this problem of school text-books was to be solved, but I was unable to have the appropriation raised above the sum of $500 per year.

I mention the foregoing facts — there are others of more or less importance — and suggest that all who are anxious to secure better school books, and particularly the friends of the State text-book system, cease finding fault, except where fault and blame are clearly shown, and earnestly coöperate for the success of this new plan for securing improved books. If small and petty things can be overlooked and fair construction of law can be

given we may soon have in operation not what so many charge as the poorest, but what may prove to be the very best text-book system that has ever yet been tried.

THOMAS J. KIRK,
Superintendent of Public Instruction.

Since writing the above, the State Controller, the Superintendent of State Printing and myself, jointly submitted to Attorney-General Ford the following question: "Is there sufficient authority of law to warrant the payment of the claims as they arise of the American Book Company, with whom a contract has been made, for the use of plates of McMaster's School History, out of the State School Book Fund?" After much time taken to consider the matter, the Attorney-General replied in substance, on August 3d, that the State Board of Education has no authority to create demands against the said School Book Fund and that it is limited in expenditures to the appropriation of 1893, which at the time was $25,000, and that when such appropriation shall have been expended, the power of the State Board of Education to make expenditures in the manner contemplated were at an end.

As all of said appropriation, excepting about $500, was expended several years ago by previous boards, for the revision and compilation of the revised series of State readers, the revised grammar, and for a manuscript, which was rejected, of a United States history by C. H. Keyes, it is plain that the present State Board of Education is handicapped in the matter of funds for improving State school books or for carrying out the plan attempted.

The Attorney-General, however, suggests in connection with this opinion, that the hire of the plates as a part of the cost of publication might be met by the Superintendent of State Printing, with the consent of the owners of the plates and with the further consent of the State Board of Examiners, the State Controller, the Superintendent of Public Instruction and the State Treasurer, so that the provisions of section 5 of the Act of the Legislature of 1887, authorizing payments out of the State School Book Fund, might be complied with.

In the light of this opinion of the Attorney-General I cannot at this time anticipate the further course of the State Board of Education in the matter. It may or may not be decided to go on with the work of compilation by selecting text matter. To say the least the outlook for the success of the plan so hopefully entered upon for securing new and improved school books is not encouraging.

THOMAS J. KIRK.

August 7, 1901.

STATE BOARD OF EDUCATION.

The State Board of Education met Friday, August 2, at the Palace Hotel. The following members were present: Thomas J. Kirk, President Samuel T. Black, Dr. B. F. Dresslar, President Frederic Burk, and President Morris E. Dailey.

Special credentials for high school certificates were granted J. R.

O'Haulon, J. Irving Read, E. P. Carey, H. N. Seaver. Three other applications were denied and action on quite a number was deferred.

The following committees were appointed:

Accrediting of College and on High School Credentials — Messrs. Dresslar, Burk, Black, and Daily.

Accrediting of Normal Schools, Life Diplomas, and Certificates of Other States — Messrs. Dailey, Van Liew, and Pierce.

Grievances — Messrs. Pierce, Wheeler, and Burk.

Credentials for Life Diplomas and State Documents of California — Messrs. Black, Dailey, and Van Liew.

Accrediting of Kindergarten Training Schools — Messrs. Van Liew, Burk, and Dailey.

There was no quorum on Saturday or Monday, but considerable work was accomplished by the members present in committee work. It is the intention of Superintendent Kirk to call another meeting at an early date.

Gunderson Text-Book Bill.

The Legislature of Washington passed the following bill; Governor Rodgers vetoed it. At a special session of the Legislature it was passed over the Governor's veto, and is now a law. This bill provides for a text-book commission in every county of the state.

SECTION 1. That for the purpose of this act the school districts of the State of Wasbington shall be, and they hereby are divided into, and shall consist of two classes, viz., school districts of the first class and school districts of the second class. and the school districts of the first class shall consist of all of the school districts in the state which are maintaining or which shall hereafter establish and maintain a high school of not less than a two years' course of study. Every other school district of the state shall be a school district of the second class, and the school districts of the second class of the State of Washington shall consist of all school districts which are not maintaining or which shall not hereafter establish and maintain a high school of not less than a two years' course of study.

SEC. 2. That the text books for use in the public schools of each school district of the first class shall he selected hy the text book commission of such school district. The text book commission of such school district shall consist of five persons, including the city superintendent; or, if there be none, then the principal of the high school, who shall be *ex-officio* chairman of the commission, one member of the city board of education, or board of school directors of the district, to be designated by such board, and who shall be *ex-officio* secretary of the commission, and three lawfully qualified teachers engaged in teaching in such school district, to be appointed by the board of education or board of school directors of the district. Each member of the text book commission shall take the oath to faithfully discharge the duties of his office. The term of office of the text book commissions shall be three years and until their successors are appointed and qualified. A text book commission shall be appointed in each school district of the first class, in the month of March in the year 1901, and in every month of March every three years thereafter. Said text hook commission shall have power to select text books for the use in the public schools of the school district for which it is appointed, and it shall be the duty of the board of directors to require the introduction and use of all text books lawfully adopted for use in their respective districts. The text books selected by the commission shall cover such branches and studies as are required to he taught in like schools, by the state course of study issued by the state superintendent of public instruction, and as are required to be taught by the laws of the State of Washington. Any text book selected for use in the schools of the district shall continue in use until displaced or replaced by order of the text book commission; and no text book selected or introduced into the schools by the text book commission shall be displaced or replaced within three years from the date of its introduction into the schools. But nothing in this act or any other law shall be so construed as to prevent the text book commission of any school district of the first class from using or introducing at any time, any supplementary or additional books which may from time to time be deemed necessary in order to maintain the highest standard of excellence in the schools of the district.

SEC. 3. The text book commission of each school district of the first class shall, between the first day of April and the first day of July of each year, when any text books are to be

selected by such commission, publish an advertisement in a newspaper of general circulation, published in the county, or if there be no such newspaper published in the county, then in any newspaper published and having a general circulation in the state, to the effect that the commission will, on a day therein named, select text books for the use of the schools in such districts, and invite proposals for the furnishing of such books, the proposals to state an exchange and a retail price, at which the proposer will furnish books for the schools of the district, during the period of their use in such schools.

SEC. 4. It shall be the duty of the principal of each school in all districts of the first class, to prepare and issue, under the direction of the city board of education, or board of school directors of the district, a course of study for his schools, which course of study must, before going into effect, be approved by the state superintendent of public instruction. Such course of study shall conform to the manual, or general outline, prescribed by the state superintendent of public instruction, and all examinations and promotions under the same shall be based upon the minimum credits in each study, as prescribed by the state superintendent of public instruction, in his general manual or outline course of study.

SEC. 5 That there shall be in each county in this state containing any school district or districts of the second class, a county board of education, which shall be composed of five persons, including the county superintendent of common schools, who shall be *ex-officio* president of the board, two lawfully qualified teachers engaged in teaching in the county, and two citizen-taxpayers of the county, which last mentioned four members of the county board of education shall be appointed by the board of county commissioners of each and every county in the state. Each member of the county board of education shall take an oath to faithfully and honestly discharge the duties of his office. The term of office of the members of the county board of education shall be four years, and they shall hold their offices until their successors are appointed and qualified. The board of county commissioners in each county shall, in the month of March, 1901, and in the month of March every four years thereafter, appoint the county board of education for their respective counties, and they shall have power and it shall be their duty to fill all vacancies that may occur in said board.

SEC. 6. The county board of education shall have power and it shall be its duty to prescribe a course of study for all schools in districts of the second class in its county, said course of study to be approved by the superintendent of public instruction, and it shall also have power and it shall be its duty, to select text books for use in all such schools, and it shall be the duty of all boards of school directors to require the introduction and use of all text books lawfully adopted for the use of their respective districts, in accordance with the terms of their adoption. Any text book selected for use in the schools shall remain in use until the same shall be displaced or replaced by the county board of education; but no books selected and introduced into the school shall in any event be changed within three years from the date of introduction. The county board of education or the officers of any school district of the second class, shall have power to select, introduce and use additional and supplementary books at any time, when they deem it necessary, in order to establish and maintain the highest standard of excellence in their schools. The county board of education shall hold an annual meeting at the county seat, on the second Monday in July, 1901, and on the second Monday in July in each year thereafter, for the purpose of transacting any business that may lawfully come before it, and they shall meet at such other times as may be deemed necessary by the majority of the board; and it shall be the duty of the county superintendent, as president of the board, to call a meeting at any time, upon the written request of three members of the board.

SEC. 7. Each member of the text book commission in school districts of the first class shall receive as compensation for his services, the sum of three dollars for each day during which he is in attendance upon the meetings of the text book commission, and such compensation shall be paid from the funds of the school district. Each member of the county board of education shall receive three dollars for each day he is in attendance upon a meeting of the board, and the same shall be paid from the funds of the county.

SEC. 8. In all joint districts of the second class, that is to say, in all school districts of the second class situated in more than one county, such joint school districts shall, for the purposes of this act, be held and deemed to be a school district within the one of said counties first created, and for all purposes of this act it shall be under the control and jurisdiction of the county board of education of such oldest county.

SEC. 9. That section 105, being article 1, of chapter v, of the code of public instruction of the State of Washington, passed by the legislature of the State of Washington at the session of 1897, approved March 19, 1897, and all other parts of said code of public instruction in any wise in conflict with the provisions of this act, and all other acts and parts of acts in any wise conflicting with the provisions of this act, be, and the same are hereby, repealed.

SEC. 10. Inasmuch as great public necessity exists for the immediate division of the school districts of the state into classes, as provided by this act, and the public welfare and the interests of the children and taxpayers of the State of Washington will be greatly promoted by the immediate taking effect of this act, it is hereby declared that an emergency exists, and this act shall take effect and be in force from and after its approval by the governor.

OFFICIAL REPORT OF THE OREGON BOARD OF SCHOOL TEXT-BOOK COMMISSIONERS.

To the Honorable T. T. Geer, Gov rnor; F. I. Dunbar, Secretary of State, and J. H. Ackerman, Superintendent of Public Instruction, constituting the State Board of Education of the State of Oregon:

We, the undersigned, comprising the State Board of Text-Book Commissioners of the State of Oregon, beg leave to report that, pursuant to law, at the Statehouse at Salem, Or., and on Monday, the eighth day of July, 1901, a meeting of the State Board of Text-Book Commissioners of this state was had and held, at which time and place there was present each and all of the undersigned. H. W. Scott was elected chairman of the Commission, and Frank Davey was elected secretary; and as such Commission and pursuant to law, and by viva voce vote, we have selected and adopted the following text-books for use in all public schools of this state for the ensuing six years, to-wit:

TEXT-BOOK AND PUBLISHER.	Exchange Price	Introductory Price	Retail Price
The Children's First Reader, by Ellen M. Cyr; Ginn & Co.	$0.13	$0.25	$.25
The Children's Second Reader, by Ellen M. Cyr; Ginn & Co.	.15	.30	.30
The Children's Third Reader by Ellen M. Cyr; Ginn & Co.	.20	.40	.40
Cyr's Fourth Reader, by Ellen M. Cyr; Ginn & Co.	.25	.50	.50
Cyr's Fifth Reader, by Ellen M. Cyr; Ginn & Co.	.30	.60	.60
Introductory Language Works by Alonzo Reed; Maynard, Merrill & Co.	.18	.35	.35
The American Citizen, by Charles F. Doyle; D. C. Heath & Co.	.40	.80	.80
Graded Lessons in English, by Alonzo Reed and Brainerd Kellogg; Maynard, Merrill & Co.	.20	.40	.40
An Elementary Arithmetic, by G. A. Wentworth; Ginn & Co.	.13	.25	.25
A Practical Arithmetic, by G. A. Wentworth; Ginn & Co.	.23	.45	.45
Elements of Geography, by Alexis Everett Frye; Ginn & Co. cloth	.30	.60	.60
Complete Geography, by Alexis Everett Frye; Ginn & Co. cloth. This book is to contain the Oregon supplement shown to the Commissioners	.60	1.20	1.20
Word Lessons, a Complete Speller, by Alonze Reed; Maynard, Merrill & Co.	.10	.22	.22
Wheeler's Graded Readers, by Gail Camerton and William H. Wheeler, a Primer; W. H. Wheeler & Co.	.15	.30	.30
The New Normal Mental Arithmetic, by Edward Brooks; Christopher Sower & Co.	.....	.....	.30
The Natural System of Vertical Writing, by A. F. Newlands and R. K. Row; D. C. Heath & Co.	.....	.06	.06
Elementary History of the United States, by Allen C. Thomas; D. C. Heath & Co.	.30	.60	.60
A History of the United States, by Allen D. Thomas; D. C. Heath & Co.	.50	1.00	1.00
A Healthy Body, a Text Book on Anatomy, Physiology, Hygiene, Alcohol and Narcotics, by Charles H. Stowell, M. D.; Silver, Burdett & Co.	.30	.50	.50
A Primer of Health for Primary Classes; by Charles H. Stowell, M. D.; Silver, Burdett & Co.	.20	.30	.30
Book A, Two-Book Series New Short Course in Drawing, by L. S. Thompson; D. C. Heath & Co.	.....	.10	.10
Book B, Two-Book Series, New Short Course in Drawing, by L. S. Thompson D. C. Heath & Co.	.....	.15	.15
Drawing Manual to Accompany Books A and B	.....	.40	.40
Books I, II, III, IV New Short Course in Drawing, by L. S. Thompson; D. C. Heath & Co.	.....	.10	.10
Primary Manual, L. S. Thompson; D. C. Heath & Co.	.....	.40	.40
Books V, VI, VII, VIII, New Short Course in Drawing; D. C. Heath & Co.	.....	.15	.15
Advanced Manual to Accompany Books V, VI, VII, and VIII New Short Course in Drawing, by L. S. Thompson; D. C. Heath & Co.	.....	.40	.40
The Normal Music Course, Standard Edition, First Reader, new and enlarged edition by John W. Tufts and H. E. Holt; Silver, Burdett & Co.	.20	.32	.32
The Normal Music Course, Second Reader, Part I and Part II (separate) by John W. Tufts and H. E. Holt; Silver, Burdett & Co.	.25	.36	.36
The Cecilian Series of Study and Song, Common School Course Complete, by John W. Tufts; Silver, Burdett & Co.	.35	.60	.60

GIVEN under our hands at the Capitol in Salem, Oregon, this 11th day of July, in the year of our Lord, One thousand nine hundred and one.

H. W. SCOTT, Chairman,
C. A. JOHNS,
WILLIAM M. COLVIG,
P. L. CAMPBELL,
W. M. LADD,

Members of the State Board of Text-Book Commissioners for the State of Oregon.

Attest: FRANK DAVEY, Secretary.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

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HARR WAGNER, Editor.

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By next month over seven thousand teachers will be in harness in California.

* * *

Your attitude toward education, intellectual growth, and progress determines your status more definitely than your scholarship or credentials.

* * *

President Burk, at a recent meeting of the State Board of Education, insisted that pedagogy should be spelled with a lower case p, and always be qualified by the word "practical."

* * *

The Oregon Text-Book Commission selected an excellent list of primary and grammar grade books. The supplementary list is about as weak as it possibly could be made, with Bow-wow and Mew-mew, So Fat and Mew-mew and "Story of a Donkey." It is a bad state of affairs when "A Story of a Donkey" is given more prominence than Fremont, Magellan, Drake, Cabrillo, and others.

* * *

This journal published an editorial endorsement of a reliable teachers' agency. The right to do so was considered questionable. The editor this month refused the advertisement of two teachers' agencies where money was offered. THE JOURNAL has constantly refused to publish any advertisement where the advertiser was not of known integrity. No advertisement of a fake nature has ever intentionally been inserted in our columns.

* * *

Dean Russell says that teachers are not sufficiently familiar with the tools they use. If he means that teachers are not familiar with school text-books, he is mistaken. Ninety per cent of our teachers would stand a good examination on the subject they are required to teach. If he means that teachers do not have a sufficient knowledge of the child, the laws of nature, the great unsearchable truths of life, of charity, kindness, love, liberality, etc., then he is right.

There is a kindness that is a sin, a sympathy that brings grief, and a generosity that is worse than selfishness. It is a sin to be kind to the teacher who thinks she is doing her best, and her best is a pitiful failure. There is grief for you if you sympathize with a teacher whose weakness is created by her own imbecility. To be generous and extend aid and help to the weak is worse than selfishness. It is more up-to-date to extend your kindness, your sympathy, your help to the John D. Rockfellows, the J. P. Morgans, the Andrew Carnegies, of the art and profession of teaching. It is true they do not need your help, but that is not the principle of modern ethics. The principle of modern ethics is to help those who can help you. It is wrong. If you do not agree, read "Human Perfectibility" in August number of the "International Monthly."

* * *

The San Francisco Board of Education must now face a serious problem. It is the election of new teachers. How shall it be done? It is conceded that the present board desires to secure the best teachers possible. Merit, not push nor pull, is the ultimate aim in the selection. They cannot avoid personal responsibility by the formation of rules. The policy adopted in nearly all reform cities is to give the superintendent the initiative. The Board of Education in San Francisco will not, however, follow such a policy. It is composed of four members, three of whom are experienced teachers, and it would be supposed that they would insist on that policy which has met the approval of educational reformers everywhere, and give the initiative to Superintendent Webster. No. The board will jealously guard the right to select teachers. The most hopeful view to take of the matter is that the board will be guarded in its action by a strenuous desire to secure competent and well-trained teachers. The method of selection will therefore be of minor importance.

* * *

The constant agitation of the non-interference of politics with schools has unfortunately kept some good people from performing the duties of citizenship. The right kind of politics is right; "It is the great good," as President Wheeler says. It is to be regretted that so large a percentage of school districts do not hold school elections. Teachers, high school teachers particularly, should take some active interest in having the ablest men, without regard to partisanship, elected trustees. It is playing with fire. But a man who cannot go into primaries, conventions, and elections and maintain his integrity, his reputation for right methods, is a weakling. The man who is afraid to go into politics in order to benefit the community in which he lives, is a coward. The man who uses political influence to get a position or hold one is not fit to be an educator nor a policeman. He should be a public scavenger. He is almost as bad as the man who will teach a wrong theory because his position depends on the order to do so. A teacher must first be a man — a strong man — with character, nerve, integrity, and high ideals, then it does not matter much what hits him. The world is richer in proportion to the number of hours he gives to public service. The ideal must be for the betterness of the schools and the betterness of citizenship.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, President; Mrs. M. M. FitzGerald, Secretary.

Northern California Teachers' Association, October 31–November 1 and 2, at Chico. G. H. Stokes, President.

The Southern California Teachers' Association will hold its session in LosAngeles, December 19 and 20. Lewis B. Avery, President.

The University of California will hold its Summer Session June 27 to August 7, 1901.

Placer County has founded a county high school.

Miss Edith McLear of Plumas County was married recently to Mr. Nichols of Truckee.

R. Y. Glidden of Mendocino has been elected principal of the Sanger high school.

Supt. F. P. Davidson of San Diego has been in attendance of the summer school at Berkeley.

Supt. W. P. Donnelly spent his vacation in Mendocino County with his brother, who was seriously ill.

Miss Tena Gansner, a graduate of Mills College, has been elected principal of the Quincy schools, Plumas County.

Miss Lena Gansner and Miss Nellie Berg have been appointed members of the County Board of Education of Plumas.

Miss Gay Spencer of the San Francisco Normal School has been elected to teach in the Paleta district, Kern County.

James P. Davis and W. J. Cagney have been appointed to positions on the San Benito County Board of Education.

W. H. DeBell has been appointed principal to succeed Miss Margaret McKenzie in the San Francisco school department.

Prof. Foster has been elected to the principalship of the new high school at Fort Bragg, Mendocino County.

Prof. A. F. Bechdolt of the University of Washington has been elected superintendent of schools of Eugene, Oregon.

The Columbus schoolhouse, situated about thirty-five miles south of Hollister, burned down a short time ago. The fire is supposed to have been incendiary.

President Green of the American Book Company visited California recently. Mr. Green is the most notable text-book man in the United States, and by his uniform courtesy and fairness has won the good will of the educational press of America, and educators generally.

James P. Davis, principal of the Hollister high school, has been granted a year's leave of absence to enable him to take a post-graduate course at Berkeley.

W. J. Crow of Cienega, San Benito County, a graduate of the San Jose Normal and a teacher of experience, has gone to the Philippines as one of the teachers appointed under the direction of the Taft commission.

Miss Vivi Crise, for several years a member of the County Board of Education of San Diego County, was married recently to Harry Halliday, principal of the San Diego high school.

Supt. Nangle of Tehama County has spent several weeks at Pacific Grove. While in the city she engaged Supt. Edward Hyatt, Hon. Frank J. Browne of Berkeley, and Frederic Burk of the San Francisco Normal for her institute in October.

J. H. Eichoff, who was principal of one of the Alameda schools, and member of the county board of education for ten years, returned recently, and has interest in the kodak business in San Francisco. Mr. Eichoff was a so deputy superintendent under Superintendent Bolandar.

Dr. E. E. Baker of the First Presbyterian Church, Oakland, Cal., is a new arrival on the coast. He will undoubtedly be in demand at teachers' institutes and educational meetings, for he is unsurpassed as a brilliant orator and logical thinker. He is new. His oratory is marvelous. It is a blending of the robust and classical, but the power is the truth presented.

Shasta County sends seven teachers to the summer session, University of California.

Miss Ella M. Shaw of Fresno County has been elected to a position in the Alameda city schools.

G. H. Stokes and F. T. Manwell have been appointed members of the Board of Education of Butte County.

D W. Nelson and L. G. Pauley have been appointed members of the county board of education of Kern County.

Miss Elizabeth Lorentzen, who has taught successfully at Martinez, and served as vice-principal for several years, has been elected to a position in the schools of Alameda.

E. E. Miller, formerly of San Diego, has been elected principal of the Redding schools. Mr Miller is a most excellent teacher and it is a well-deserved promotion.

Dr. Whitlock has sued the board of school election officers at Merced, demanding that they should give those elected trustees their certificates of election. The board declined to do so, as they did not know what term the candidates were elected to fill.

Attorney-General Tirey L. Ford has rendered an opinion in which he holds that in cases where the election of school trustees results in a tie vote that a new election must not be held, but that the county superintendent must proceed to appoint a trustee.

G. W. Beattie, ex-superintendent of San Bernardino County, a graduate of the University of California, has received an appointment as superintendent of a district in the Philippines. He celebrated his appointment by marrying Miss Pruitt.

J. D. Sweeney, principal of the Tehama schools, received the following. It is unique:

Mr. Sweeney sir the cow is bloated tonight again on your acount keeping charly in for nothing his eyes are sore and they pain him now the next time you keep him with out cause you will get reported as he is the one that tends to the cow if we lose the cow you will pay the damage.

if the boy gets out at four the cow will not bloat so remember i give your warning.

Lulu Claire Bahr, county superintendent of San Bernardino, has been elected to succeed Superintendent Perham. Superintendent Bahr, as county superintendent, performed notable work, and was popular with the people at home and abroad. The educators will learn with regret her resignation as county superintendent, but will be pleased that she will continue in the ranks as city superintendent, a position less arduous, but no less important. San Bernardino is the only city to elect a woman to the position of superintendent.

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The Summer Session University of California.

A compilation of the enrollment at the summer school shows some interesting facts. The total is 789, as against 443 last year. Of these, twelve are at work in the marine biological research at San Pedro. The woman lead in numbers, there being 451 against 326 men. By occupations they are classified as follows: Teachers, 401; school superintendent, 5; regularly enrolled students of the University of California, 177; students at other institutions, 84; farmers 6; chemists, 4; clergymen, 5; business men, 3: clerks, lawyers, miners, railroad conductors, 2 each, and one printer, accountant, pharmacist, civil engineer.

The college graduates coming from schools other than the University of California are twenty of Stanford, six of the University of Iowa, five of the University of Oregon, three each of the University of Nebraska, Yale, University of the Pacific, and the University of Indiana, two eash of Western University, Vassar, Oberlin, Cornell, University of New Mexico, Kansas, Hillsdale, and Minnesota, and there is one graduate from each of the following-named colleges: Amity College, University of Worcester, Bowdoin, Elmira Washington, Oxford (England), Acadiau, Dartmouth, Dixon, Westminter, Albion, Harvard, Northwestern, Washburn, Stephens, Colorado, Tabor, Western (Iowa), Mills, Willamette, Earlham, Albany, and Chicago.

Hon. Frank J. Browne, ex-superintendent of Washington, has written the following pen picture of two of the most prominent instructors:

PROF. BARRETT WENDELL.

"Professor Barrett Wendell, professor of English literature, Harvard University, lectures to a large class on Elizabethan literature. 'He looks so jolly,' said a young lady. And it is so. A phrenologist would remark upon the full development of his frontal region, indicating reflective power, warm sympathies, and generosity. These qualities, together with a glow of good humor, give him a magnetic influence which does not show itself in full measure in a single lecture.

He assumes an easy and friendly attitude before his

class. He is full of his subject, and prepare as he will to state his facts, others crowd upon him, and are thrown in parenthetically. He is strictly human, and teaches from that standpoint. Feelings are mixed up with his thought to such an extent that his knowledge cannot grow musty. His nature of good fellowship occasionally gives way to enthusiastic utterance, to drive home some thought as he conceives it to be. And he is a good driver, where a driver is necessary. If one collides with him, the chances are in favor of his keeping the track. He is on the track to stay. He is not afraid to say things, tho he draw lightning from the clouds.

"'As I was about to say—', and with a voice like that of a boy of 14 while it is 'changing,' he begins to tell something that was crowded out. For a moment he loses a point, and refers to his notes for recovery. Then to make up lost time he gives emphasis to his ideas by a shrug of the shoulders, a side movement of the hands, or by ramming his hands into his pocket, not as if to find something, but as if to smash some intruder. But the class is large, and appears to be interested. 'There is an educational value in the effort I have to make to understand him,' said one student."

PROF. JOHN DEWEY.

"Prof. John Dewey, head of the department of philosophy, Chicago University, lectures to a large class upon the subject of educational psychology. Prof. Dewey is a gentleman of rather small stature, dark hair and eyes, well-balanced face, pleasant voice, easy manner. His poise at once establishes confidence, and attention is gained and held thruout the lecture. He is never in haste, and with the true philosophic attitude, he takes time to be right in every statement. He knows what he is to say, and says it with logical precision. At the same time he is interesting. He is serious, but at rare times his twinkling eye and suppressed smile accompanies a humorous illustration, which immediately finds full response from his audience. He applies in his methods of teaching the principles he teaches, and the attention of his hearers is held by all sorts of stimuli, at one point appealing to the higher motives of mastery, service and duty, and here and there is thrown in enough of the graphic and spectacular to give spice to the feast. He shows interest in his students as well as in his subject; he is therefore a teacher as well as an authority.

"'As I said in the preceding lecture'—and he makes a connection with past knowledge, and builds higher. At times he sits, at times he is at the blackboard, at his desk, but all the time he is deliberate in movement and voice. He is both psychological and logical."

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$100 Reward. $100.

The readers of this magazine will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials.

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Notes.

L. O. Dale has been elected principal of the Monterey schools.

Tuolumne County is agitating the question of establishing a high school at Sonora.

W. A. Tenney of Fresno has been elected in Oakland to succeed R. P. Gleason.

Prof. Riugualda's normal school and academy is to be removed from Athlone to Snelling.

Superintendents Ramsay, Crookshanks and Graham of the San Joaquin Valley Association have decided not to prepare a program for this year.

Alex B. Coffey delivered his entertaining lecture, "The Piano and the Dish Rag," before the United Moderns, August 9th.

J. A. Imrie, county superintendent of Napa, was married July 24th to Miss Mary E. Francis, an accomplished young lady of Calistoga.

Harr Wagner delivered his slightly humorous lecture, "Uncle Sam Jr." before the students and invited guests of the California Business College, July 25th.

Robert Weir, manager of the manufacturing department of the Whitaker & Ray Company, was married recently to Miss S. G. Burnell, an accomplished teacher of the San Francisco School Department.

Madison Habcock arranged a reception and banquet for Joseph O'Connor, principal of the Mission High School, on the return of his sixty-eight-day-trip around the world It was an interesting and successful affair.

Louis S. Stone, the well-known architect, has added to his well-established reputation by the excellence of his work on the Berkeley high school and the San Pablo public school. Mr. Stone is located in the Flood Building, 809 Market Street, San Francisco.

The Southern Pacific Company has sent to 100,000 teachers thruout the United States for use in the public schools a total of 500 000 prune primers, and 150,000 big tree primers, and requests for additional copies are coming in from teachers at the rate of several hundred a day.

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Literary Notes.

Harr Wagner's new California edition of the "New Pacific School Geography" will be out September 1st.

Superintendent W. C. Doub of Kern has issued several important documents on State text-books recently.

Pacific History Stories, by Harr Wagner, has reached the eighth edition. Sixteen thousand copies have been sold.

"Poems for Memorizing," consisting of the list suggested by Professor Cubberley, and compiled by Miss Alice R. Power, is selling rapidly.

E. H. Mitchell, of 225 Post Street, has purchased from the Souvenir Card Company the rights to publish the Washington State Souvenir Playing Cards. This is the most attractive souvenir card ever issued. The scenery of Washington furnishes fine opportunity for illustration. The souvenir cards are for sale by E. H. Mitchell, 225 Post Street, San Francisco, and also by leading stationers and booksellers in Washington.

Trustees.

A Chance for Your Boys and Girls—A New Regime at the Cogswell Polytechnic College.

The board of trustees have elected Barton Cruikshank as president of Cogswell Polytechnic School, and have given him full power to reorganize and manage the school. President Cruikshank has been the president of the Clarkson School of Technology at Potsdam, New York, for the past four years. He comes to California splendidly equipped for his work. He is a graduate of the Brooklyn Polytechnic Institute and served as instructor in engineering department of Princeton University, and as head of the manual training department of the Brooklyn Manual Training High School. In practical business life he has also had experience as superintendent of the Brady Manufacturing Company, New York, and also as superintendent of the Hammond Typewriter Company. Mr. Cruikshank is possessed of fine executive ability, and has already outlined excellent courses in the following subjects:

Mechanic arts course, steam engineering course, draughtsman's course, surveyor's course, college preparatory course for engineering, trades courses, business course, domestic science course, music courses, art courses, normal courses in domestic science, and manual training.

All these courses are free; no tuition at all to graduates of grammar schools. The school opened July 29th. Write to President Barton Cruikshank, corner Twenty-sixth and Folsom Streets, San Francisco, for catalog.

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The trustees of the Chico Normal made but few changes in the faculty for the ensuing year. Prof. Henderson has been granted a year's leave of absence for the purpose of study. Prof. M. L. Seymour resigned. The resignation of Prof. Seymour is a distinct loss to the profession. He is a man of strong personality, fine character, and ability as a teacher. The faculty is as follows. C. C. Van Liew, president, $3400; C. C. Van Liew, secretary, $150; E. N. Henderson, professor of education, $1800; A. W. Stamper, professor of mathematics, $1800; E. I. Miller, professor of history, $1800; R. E. Chase, professor of biology, $1600; Frances Parmeter, professor of English, $1500; E. A. Wilson, supervisor training, $1500; M. Adams, physics and chemistry, $1400; W. P. Milliken, assistant in science, $1200; Anna Swain, manual training art, $1200; Helen Eliot, assistant in English, $1150; G. Carden, assistant in mathematics, $1100; C. M. McQuade, director kindergarten, $1050; Aimee Jones, assistant in English, $1050; L. Lenon, professor of music, $1000; Marie Hall, training teacher, $900; A. Lowry, training teacher, $850; Stella Stiles, training teacher, $850; S. Smith, librarian, $850; Ruth Mery, assistant in training school, $500; J. G. Martien, janitor, $1200; L. Earll, stenographer, $250; L. Robinson, assistant librarian, $35; F. Mathews, janitor museum, $100; Peter Knudson, gardener, $60.

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Duties of Clerks.

The clerks of school districts have important duties to perform. The law prescribes their duties as follows:

1694. Boards of trustees must, annually, on the first Saturday of July, meet and elect one of their number clerk of the district; and if a clerk be not elected at this date, the superintendent shall appoint.

1650. It is the duty of the clerk:

First — To call meetings of the board at the request of two members, and to act as clerk of the board, and to keep a record of its proceedings, and an accurate account of the receipts and expenditures of school moneys.

Second — To keep his records and accounts open to the inspection of the electors of the district, in suitable books provided by the board of school trustees for that purpose.

Third—To place the monthly journal designated as the official organ of the department of public instruction in the school district library each month; and if he fails to receive it regularly, to immediately notify the public of such fact.

Fourth — To perform such other duties as may be prescribed by the board.

1651. The clerk of each district must, under the direction of the board of trustees, provide all school supplies authorized by this chapter, keep the schoolhouse in repair during the time school is taught therein, and exercise a general care and supervision over the school premises and school property during the vacation of the school.

Duties of Trustees.

A few of the most important duties of trustees as prescribed by law are as follows:

1617. The powers and duties of trustees of school districts, and of boards of education in cities, are as follows:

First — To prescribe and enforce rules, not incon-

sistent with law or those prescribed by the State Board of Education, for their own government and government of schools, and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

Second — To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

Third — To purchase text-books of the State series for the use of pupils whose parents are unable to purchase them; school furniture, including organs and pianos, and apparatus and such other things as may be necessary for the use of schools; *provided*, that, except in incorporated cities having boards of education, they purchase such books and apparatus only as have been adopted by the county board of education.

Fourth — To rent, furnish, repair, and insure the school property of their respective districts.

Fifth — When directed by a vote of their district, to build schoolhouses or to purchase or sell school lots.

Sixth — To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

Seventh — To employ the teachers, and excepting in incorporated cities having boards of education, immediately notify the superintendent of schools, in writing, of such employment, naming the grade of certificate held by the teachers employed; also, to employ janitors and other employees of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; *provided*, that no board of trustees shall enter into any contract with such employees to extend beyond the thirtieth day of June next ensuing.

Eight — To suspend and expel pupils for misconduct.

Ninth — To exclude from schools children under six years of age; *provided*, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

Tenth — To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

Eleventh — To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

Twelfth — To exclude from school and school libraries all books, publications, or papers of a sectarian, partisan, or denominational character.

Thirteenth — To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

1620. Writing and drawing papers, pens, inks, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools, must be furnished under the direction of the city boards of education and boards of school trustees, and charges therefor must be audited and paid as other claims against the county school fund of their districts are audited and paid.

VENTURA COUNTY.

C. L. Edgerton of Humboldt county has been elected principal of the Montalvo school.

A commercial course has been added to the course of study in the Santa Paula high school.

Miss Oda Redmond declined re-election in the Ventura high school to accept a position nearer home, Watsonville high school.

J. C. Owen of the Santa Paula high school was elected president of the County Board of Education for the ensuing year.

The Augsburg System of Drawing was adopted by the Board of Education for use in the schools of the county.

Miss Crusoe, Miss Johnson and Miss Peters, all graduates of the University of California, were elected to positions in the Ventura high school.

P. W. Kauffman, principal of the Ventura high school, and R. B. Haydock, principal of the Oxnard schools, were reappointed members of the County Board of Education.

Mr. W. A. Sheldon of the Ventura high school declined re-election to accept a position as instructor in the University of California.

Grace D. Wilson of the Santa Paula high school declined re-election. She goes to Europe to take up advanced study. Miss Elizabeth Rothemul, a graduate of Berkeley, was elected her successor.

Twelve of the graduates of the June class, 1901, Los Angeles Normal School, have been elected to teach in Ventura County the ensuing year. The Santa Paula high school building and the Simi grammar school building are being enlarged by the addition of a new room each.

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Schiller's Wallenstein has been edited with introduction notes and map by Max Winkler, Ph.D., Acting Professor of German, University of Chicago. Published by The Macmillan Company. Price, 60 cents.

From a Teacher in the Philippines.

The educational department of the Philippine Islands is vested in one general superintendent, Dr. Fred W. Atkinson, assisted by ten division superintendents, only four of whom have arrived as yet. Dr. David P. Barrows, the Manila city superintendent, and Prof. G. N. Brink, representing the district embracing the provinces of Bulacan, Pampanga and Bataan, hail from our Golden State.

The schools outside of the cities of Manila, Iloilo and Cebu are as yet in somewhat of a chaotic state. The Filipino people are very anxious for educational advantages and are quite apt in learning. In many of the larger pueblos schools have been organized and placed in charge of enlisted men detailed by their commanders for the purpose. As many of these men had had little or no experience in the art of teaching before assuming control of the schools, their work has of necessity been somewhat faulty. In many pueblos, however' much excellent work has been done, and much good has been accomplished. From April 10th to May 10th, the general superintendent caused to be convened at Manila a preliminary term of school for the teaching of native teachers. Dr. David P. Barrows, the Manila city superintendent, was placed in charge. He called to his assistance some forty or more of the American teachers already stationed thruout the Islands. Over six hundred native teachers were enrolled and took great interest in the work. In addition to this several other similar schools are to be organized in the different provinces—one being already in session at San Felipe, Zamboles province, where some 120 pupils are enrolled. As rapidly as the teachers recently appointed in the states arrive, they will be assigned to schools in the provinces, and one hour of each day's session of school they will be required to spend in teaching their native assistants. This is very essential, as but few of them can speak a work of English, let alone teach it. Teachers coming here should bring with them as many of their reference books and devices as they can, as little or nothing in this line can as yet be purchased in the Islands. The general government furnishes the children with books, etc., free.

The accommodations for teachers in many of the provinces is of necessity very limited, and in many cases the teachers will have to room and board themselves. The privileges of purchasing supplies from the commissary department of the army will be granted all and at prices very little in advance of those paid in America. The pioneer teachers should supply themseles with a good quantity of reading matter, and come prepared to rough it for a time at least. The climate is very good, and with proper care and clothing, one can enjoy good health.

In many places army officers and their wives are stationed, and in every instance the officers have done their very best to assist the teachers and make them comfortable.

One can live very cheaply in the Islands, and in the provinces can, and in many cases will be forced, to save every dollar of their salary. The work is very fascinating and one soon becomes so interested in his pupils and the people that the time passes very rapidly. It is an experience that may be very profitably expended and much good come from it. The general government is very generous in educational matters, and under the guidance of Superintendent Atkinson the future of this department of the Philippine Islands is beyond any man's conception. H. G.

Manila, June 15, 1901.

Many Appointments.

The University of California is sending its usual annual quota of graduates of the department of pedagogy to teach in the schools of the State. The following appointments have been made thru the appointment secretary, Mrs. May L. Cheney:

Annie Allen, '01, grammar school of Smith River, Del Norte county; Glen L. Allen, Etna Mills High School, Siskiyou county, science department; Emilie Aniser, '97, Napa High School, German and history department; Brownie Brownell, '01, Oakland High School; Francis E. Boggs, '94, Napa High School, English department; Katherine Crusoe, '99, science in the Ventura High School; Sophie Comstock, '93, Latin and mathematics in the Sacramento High School; Eliza Cross, Saratoga (Santa Clara county) Grammar School; Lillian C. Chace, '01, grammar school, Placer county; Madeline B. Christie, '01, Suisun Grammar School; Louise Callow, A. B., Western Reserve University of California, '93, Latin and German at the Covina High School; Ada Conrad, '00, Alameda grammar school; Adrienne Cerf, '00, Latin and English, at the Willows High School; Lillian May Durkee, '01, Alameda Grammar School; Clarence W. Edwards, '01, principal of the Belmont Grammar School, Fresno; Muriel Eastman, '01, principal of the Elk Grove High School; Grace B. Edson, '00, science in the Washington Union High School, Easton, Fresno county; Agnes Frisius, '01, Alameda Grammar School; Maude

Fraser, '01, Petaluma Grammar School; Frank Goodenow, '01, classics at the Visalia High School; Josephine Ginaca, '96, French and German at the Redlands Union High School; Isabel Godin, '01, Los Angeles grammar schools; Ruby Gracier, '01, Latin and science, at the Oroville High School; R. W. Harvey, '01, science at Mt. Tamalpais Military Academy; May Haworth, '99, mathematics in Santa Cruz High School; Walter T. Helms, '99, to be principal of the San Pablo Grammar School; W. B. Hill, '03, supervisor for the Deaf and Dumb Institute, Berkeley; Helen Hoose, '01, history and chemistry in the Alhambra High School, Los Angeles; Anita Hubbard, '01, Oakland grammar schools; Louise Johnson, '99, botany and drawing in the Livermore High School; Katherine Johnson, '01, English in the Ventura High School; Agnes Jewett, '00, Latin, mathematics, and physics in the Sonoma Valley Union High School; Edith M. Kendall, '01, science in the Porterville High School; Robert K. Kynaston, '03, to be vice-principal and teacher of science in the Grass Valley High School; Anna Morgan, '01, mathematics and history in the Pacific Grove High School; Elizabeth McMillan, Alameda grammar schools; Vincenza C. Milledge, '01, Oakland High School; Monroe G. Walter, '00, to be supervising principal of the Whittier Reform School, Ida C. Moody, '01, Santa Rosa Grammar School; Wilbur J. McNeill, graduate of Cornell and post-graduate of the University of California, science in the Redlands Union High School; Ella O'Connely '00, science in the Auburn High School; James Osborn, '01, to be principal of the Fresno Grammar School; Edna Owen, 01, English and history in the Yreka High School; Celia A. Paroni Olema District Grammar School, Marin County; Helen G. Peckman, M. A. '01, history in the San Bernardino High School; Helen G. Pruitt, Redlands Grammar School; Louise M. Peters, '01, French, Spanish, and German in the Ventura High School; Edward A. Powers, '01, Chinese Mission School, Honolulu; Maude Powell, '01, Alameda grammar schools; Lena M. Redington, '97, in Oakland schools; N. Sanders, '98, to be principal in the Bodie, Mono County, grammar school; H. F. Sheldon, science in the Fresno High School; Emily M. Stetson, English and history in the Covina High School; May Sellander, 00, Oakland schools; Grace Sutton, '95, Oakland schools; Florence Stone, '99, Latin and English in the Banning, Riverside county, high school; Mary W. Tyrrell, Oakland schools; Edith A. Woodsom, drawing in the Redlands Grammar School; W. H. Weslar, '00, science in the Visalia High School; A. M. Wolfenden, '01, history and geometry in the Thacher School, Ojai Valley.

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At the Pan-American Exposition.

The Pan-American Exposition at Buffalo has many attractive features, but not all of them are as much appreciated as others. There is one place, nevertheless, that is always crowded and that is where Mr. James C. Boykin, Chief Special Agent, having in charge the Interior Department Exhibit of the United States Government, is giving reproductions, several times each day, of the regular exercises in the schools of Washington, D. C., in the United States Naval Academy, at Annapolis, and in the Indian School at Carlisle, Pa. In his representations of these various schools, Mr. Boykin brings to his aid the Graphophone, the stereopticon, and the biograph. With the first named he furnishes a reproduction of lessons given by the various teachers—English, German, French, etc.,—and the responses by the pupils. To these are added marches by celebrated bands and several musical compositions effectively rendered by the Indian Band, made up of pupils in attendance at the school in Carlisle. This part of the exercises is supplemented by the stereopticon and moving pictures are thrown upon the screen, at intervals, the combined effect of which is to present what, to all appearances, is a school in full operation And yet no word is spoken, excepting thru the medium of the graphophone. While this instrument is used as are the stereopticon and the biograph to aid in giving a speaking as well as a moving picture of schools in actual progress, the thought that is paramount in the beholder's mind is that the Graphophone is the logical language teacher and as such is certain, sooner or later, to be generally introduced in the public schools.

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A History of Philosophy. For use in high schools, academies and colleges. By Thomas Hunter, M. A. (Glasg.) Flexible cloth, 12mo, 128 pages. Price, 35 cents. American Book Company. The book forms a valuable addition to the well known Science Primer Series and will be found of great assistance to students who desire a readable and comprehensive treatment of the subject. The questions at the back of the book, together with the vocabulary of philosophic terms, are a most important feature.

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274	Positions filled during the year.	274
250	Additional positions offered last year that could not be filled for lack of graduates.	250
60	Typewriting Machines in the Typing Department.	60
55	Counties in California represented last year.	53
40	Healds Business College is nearly forty years old.	40
28	Teachers employed in the school.	28
17	States and Territories sent students to the college last year.	17
7	Foriegn Countries were represented in the student body last year.	7
4	There are three banks in the Business Practice Department.	4

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The American Book Company has issued "The Discovery of the Old Northwest," by James Baldwin. Price, 60 cents. This book takes up the career of Cartier, Champlain, Joilet, La Salle, Marquette, etc., in a simple and interesting manner.

"The Forum" for July contains "The Shortened College Course," by Charles F. Thwing; "Certain Failures in School Hygiene," and "A Plea for Architectural Studies."

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THE WESTERN JOURNAL OF EDUCATION

October, 1901

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History Below the High School.

PART I.

FRANK J. BROWNE, BERKELEY.

MANY courses of study have come under my observation, courses for states, for cities, and for counties. There is usually to be found in them some indication that the authorities are trying to keep up with the latest educational thought. They direct attention to the newest methods for teaching reading, and recommend the latest books on the market. Spelling is "reformed," and one would think that the present generation of pupils are to vie with the dictionary in correct orthography. Writing, too, has been "reformed," and from the old Spencerian slant we now have the "round-hand," "semi-slant," or some "natural" or "national" system of vertical penmanship which saves nervous energy and stimulates mental alacrity. All sorts of "richness" has been injected into the course of study, with all degrees of success and failure. Latin has been brought down into the grammar grades, and algebra and geometry has taken part of the time once given to arithmetic. Only here and there has the subject of history received adequate attention. A few good books have been published on history in the grades, but no universal awakening has been set on foot.

Wherever children are observed, whether on the playground, on the streets, or in any public place, never is their conversation upon grammar, writing, or arithmetic. The parsing of a verb does not appeal to the life interest of a child. It is interested in what men have done, what they are now doing. Action is eloquence. The abstract theory of anarchy attracts no attention — the DOING of anarchy arouses the civilized world. There is surely a call for more history, more heroism, more bravery, more adventure, in the school course. The deeds of humanity in the past, the conditions of

life in the present, should have greater emphasis in the schools. School life should deal more with life outside the school.

History serves several purposes in the process of education.

First. It provides material out of which the imagination may construct historical pictures, conditions of home life in the past, the deeds of patriots and heroes. It improves the imagination.

Second. It cultivates the habit of noting men's actions, of discerning the environment of men, and of judging of motives and feelings. It assists in social adjustment.

Third. It fixes the general desire to search for truth, and to base conclusions upon facts. It leads to logical thought.

Fourth. It reveals the origin and nature of present conditions and institutions, and leads to a more rational patriotism.

The gradual development of the mind calls for the "spiral" method in history, just as in arithmetic and in science. Herbert Spencer gives this principle: "There can be no correct idea of a part without a corresponding idea of the correlative whole." If this be correct, the usual custom of teaching the history of the United States in the grammar grades, and no other history, is not logical, nor is it psychological. The child may get from the history of his country the necessary stories for imagination, patriotism, and heroism; but it cannot get the logical relation of this country to the past, nor can he form adequate judgment on its importance in the present and future. History should be taught in accord with the psychological demand for *unities.* The glance at the whole is essential to an appreciation of any part. In the development of civilization, the United States is but the fruit of a long period of growth. The childhood of the race prepares for its manhood. The conditions of the past, the beginnings of thought, the primitive industries, the growth of ideas concerning liberty and property, all these enable a better understanding of the history of our country, which is but the fruitage of centuries gone before.

If it be true that the child lives over the history of the race, which theory we all are able to accept in part, there is a time in childhood to cultivate the imagination; and the stories of the mythical period of the race, if used at all, should be used in childhood. The traditions of nations, in the twilight of history, follow close upon the myth. Then come the authentic heroes, about whom cluster the great actions which determine social conditions and which constitute real history.

History should be presented from the child's point of view. Concrete and realistic presentation of such facts that come within the experiences of childhood, will fix impressions and arouse interest more readily than will a

discussion of the ethical or economic principles involved. A child cannot experience the impulses of a man. "Taxation without representation is tyranny" is an everlasting principle of our government; but the discussion of that principle does not appeal to the average pupil in the grades with so much interest as does the story of Bunker Hill, or the boyhood of Benjamin Franklin. It is easy to make a mistake, not only by presenting the history of our country as a cross-section of civilization, but by presenting it in a method too abstract. There is danger of "foundering" a pupil's mind by attempting to give him the food fit for a statesman. The teacher may feel intensely upon certain lines of thought which the pupils cannot assimilate, and the text-books may deal too exclusively with features on the level with the voter and law-maker. Children form their ideals from deeds and doers, more than from sermons and moral advice. Men of all ages have been moved by the same emotions and passions. Strength has ever tried to encroach upon weakness, tyranny has ever tried to limit human liberty. The story of the race, from the dawn of civilization to the present time, illustrates the growth of liberty and prepares for the consideration of our own country with wider and more definite views of its worth and destiny. Tho children cannot understand the logic of history, they can feel the impulses of men who make history, if the deeds of men are presented in such a manner as will permit a comparison with child life.

THE COMMON SCHOOL AND THE COMMONER SCHOOL.

From Life as a School Study.

It is a well-known fact that children love to go to school — not to what we call "the Common School," but to the commoner school which we call "Life." Before he can talk a child begins to ask questions — by tasting everything. As he gets the rest of his five senses he spends them all for information about life and the machinery of life. What the child wants most and needs most is something which will tell what it is to be a man, a woman; what it is for which Nature and his other teachers — the teacher in the home and the teacher in the school — wish to get him ready; which will attract him to the school knowledge by showing him what it is good for.

Young men are disposed to be in a hurry. They are in haste to be rich; to be educated; to be honored and applauded; to reach some high official position. Their fathers toiled up the stairs, but they want to take the elevator. A student proposed to President Dwight to take a short cut to education. "Well," said the president, "when God makes a squash he takes six weeks; a mushroom matures in a night; but when he makes an oak he takes 100 years." The law of progress is patience, plodding, getting up early in the morning and keeping at it all day and day after day. Character cannot be extemporized; there are no hot-house methods for developing stalwart manhood.

Current Educational Thought.

A CLEAN LIFE.

DAVID STARR JORDAN
Stanford University.

At the University chapel Saturday, September 23, President Jordan gave his address on a "A Clean Life." He characterized it as a plea for a sound and sober life, in which to be clean is to be strong. Life, liberty, and the pursuit of happiness are, in essence, the same thing. The law of life is that everything we get has its cost. No action is without an expenditure of energy.

"Temptation," said Dr. Jordan, "plays a part in the development of character. Exercise of self-denial makes the self-made man. He who has learned to resist temptation has learned to say no. Some day self-denial will be taught more severely to children. The strength of the Pilgrims lay not in their creed, but in their hatred of all that was evil. The broad road and the flowery path lead to weakness and misery. There is no happiness without denial. There is no pleasure equal to that of conquering a vicious habit.

"No sinner starts out to be evil. Decay goes on step by step. Bad men are not all bad, and good men are not all good. The gamblers and drunkards of Bret Harte's stories are capable of noble sentiments. The cause of sin is the desire for short cuts to happiness. The happiness of sin leaves a different taste in the morning, while to true happiness there is no reaction."

The speaker pointed out and described the five roads that are followed under the delusion that they supply these short cuts. First is Indolence, the attempt to secure the pleasure of rest without effort. All the vices have been attributed to idleness. The second is gambling in all its forms, the desire to get something for nothing. The thief may even be a respected member of society, if he is the right kind of a thief, for money is power. The appeal to chance is adverse to happiness.

Licentiousness, third road, the desire to secure the pleasures of unearned love, is most insidious. Equal marriage demands equal purity of heart. Love's arch foe is lust. Open vice brings with it degradation. Secret vice brings to this end most surely, for the man who leads a double life cannot permanently conceal his nature. Much that passes under other names is only veiled licentiousness.

Fourth is precocity. Precocious fruit is not good fruit. The precocious apple is always bad at the core. To guard the future is the greatest duty of the young man. Nature guards against precocity in animals, but the precocious boy is thrown into the midst of the hotbed of the temptations to vice. The examples upon every hand of obscene suggestion in our cities corrupt the youth. Vulgarity breeds precocity. It is vulgar to wear dirty

linen when one can be clean, to laugh at cheap jokes, to read the sensational newspaper. The forces that make for vulgarity lead to obscenity. The city of the future will not permit the existence of slums and tippling houses, for the same reason that it prohibits cesspools and pigpens. Profanity is one form of vulgarity. The bravest of men are soft of tongue and quiet of action.

The fifth short-cut is that of intemperance. Pain is the warning to the brain that something is wrong. Thru abnormal conditions this pain, such as that caused by nerve-exciting drugs, is sometimes interpreted as keenest pleasure. Every drug leaves a scar on the nerve. Moderate drinking is not so very bad so long as it is moderate. Some of the best men in the world are moderate drinkers and smokers; some of the worse scoundrels are most abstemious. But, whatever one may think of table drinking, perpendicular drinking, the drinking to get drunk, destroys the vigor of life. A normal man can be convivial without drinking.

Some turbulent spirits plunge into sin because they revolt against conventionality. For these there is hope. When they realize the bonds of conventionality is sin by which they are surrounded, they will again revolt. It is such spirits that have been the great conversions, that are the brands snatched from the fire. The time will come when the only opening for the man of intemperate habits will be politics. The railroad, the steamship lines, the big corporations have cast him off. Only the long-suffering people, liberal and generous, are left as his resource. Municipal politics have become his specialty. For this reason our cities will continue to reek with the scandal of political jobbery.

Emotional excess is a woman's form of drunkenness. Nervous prostration is her delirium tremens. To cultivate emotion for emotion's sake is to live a sensuous life.

Among the desired short-cuts to happiness is jealousy of the man more successful than you. To live to enjoy life is to live to enjoy it to the end. Idleness does not bring rest; rest does not bring pleasure.

AGRICULTURE AS A SCIENCE FOR THE ELEMENTARY SCHOOLS.

BY JOSEPH CARTER,
Superintendent of City Schools, Champaign, Ill.

Science does not seem likely to take a permanent place in the elementary schools under the name of Nature Study as the term is now understood. Yet nature study is so very valuable, and its results of such high educational and economic worth, that it should be continued. How can this be done? Any science may best be taken up on the side nearest the experience of the pupil. No other subject is so near the experience of so many children as agriculture. Agriculture has at its foundations very many of the sciences. It deals with

nature — living nature. It is a subject about which all lines of nature study are easily correlated.

The teacher might begin with a window garden and teach the germination of seeds, the development of plants, the effect of sunlight on them, and many other things. Probably eighty per cent of our pupils are in schools where it is possible to have a garden out of doors where not only vegetables, but the larger fruits — apples, plums, pears and the like — could be raised. Here could be studied many things that pertain to the growth of plants — the insects that visit them, and what insects are beneficial and what are injurious, and also how to destroy the injurious ones. The life history of these insects can be studied. This garden can be made a labratory where most delightful experiments can be made, and where knowledge can be gained at first hand. Here the soil can be studied. Its origin and nature can be discovered — its evolution from a fiery rock to the fertile food for plants. The birds will visit this garden and they, too, can be studied.

Agriculture is a science whose study takes people out of doors. There is a growing tendency in our schools to adopt the sedentary life of the literary man. Too much we are leading the children to think that wisdom is found only at the desk of the literary fellow. Too many children there are whose school training is mainly an effort to give them the ability to apprehend what was in the mind of the author of some so-called literary masterpiece. We work laboriously to teach them to say: "I think thy thoughts after thee, O DeQuincy," instead of leading them where they joyously can say, "I think Thy thoughts after Thee, O God."

The average child comes to school all saturated with nature — all alive to its every change, and eager for its wonderful and delightful story. Instead of teaching him along the lines of his experience, we turn him in the direction of literature and myth and fairy mysticism, thereby nullifying all the apperceptive capital he has previously accumulated. We do not object to this literary matter *in toto*, but we do object to its being the total of his training, and we think the teaching of agriculture offers a satisfactory supplement to it.

PHYSIOGRAPHY.

BY W. H. SNYDER,
Worcester, Mass.

We Americans of all nations should be students of geography. Our isolation, extent of territory, commercial and expansive spirit make it expedient that we should acquaint ourselves in all ways possible with the rest of the world. Altho the American is by nature a traveler, yet our home geography extends over such vast distances, and the oceans so effectually shut off our shoulder to shoulder intercourse with other nations, that it is only thru study that the most of us will ever be brought to appreciate the conditions of other peoples. These conditions must be appreciated if we are ever to wisely take the position for which we as a nation seem foreordained.

This appreciation will, however, never be attained by a purposeless or aimless study.

Then, too, if ever geography is to attain a commanding position in our educational system, it must show its value as a disciplinary as well as an informational subject. The simple acquiring of information does not train citizens. The why and the because must play as important a part as the behold and the remember. Probably most of us can remember when physics and chemistry were taught entirely from books, and consisted simply of a mass of information which was accepted on authority. During the past few years this kind of presentation has been superseded by a rational method and, I believe, we are destined to see in the near future the same rational method applied to geography. To attain its highest efficiency, geography must become to a considerable extent a laboratory subject, in which actual work is done, and the principal use of the text-book is as a guide and fount of reference, and not as something to be learned and recited.

The government during recent years has gone to great expense in making contour maps of different parts of the country. How many of our educated people even are able to intelligently use these? What does great circle sailing mean to the average student of geography?

The aim in geography should be to impart a scientific knowledge of the surface of the earth. This scientific knowledge, however, is not general information. It is the experimental knowledge which enables us to understand exactly what sort of topography is represented by a contour map, to form a mental picture of a region when properly described, and by means of photographs, maps, and description to be able to appreciate and explain the phenomena discovered. It is necessary, therefore, to have a material equipment for the teaching of geography. There must be an actuality about the subject, not a mere hearsay. Chicago by its school museum, which it has prepared to move from school to school, is the first city to supply one of these needs. The larger part of the apparatus for this subject has not yet been invented, and it devolves upon those who are today teaching the science to construct and bring together the tools. The first decade of the twentieth century will see this done.

SOME OF OUR MISTAKES.

BY PRIN. GEORGE M. GRANT.
Queen's University, Kingston, Ont.

1. We have undervalued the teaching profession. All history shows how great is this mistake, for teachers have determined every permanent advance of the thought and life of humanity Aristotle, Plato, Socrates and the Greek dramatists were the teachers of their time, and Europe and America still sit at their feet. So in the east with Guatama and Confucius. Jesus was known simply as rabbi or teacher. What was the characteristic of those great teach-

ers? That they spoke with authority, because they had mastered what they taught.

2. We have fancied that there is a royal road to knowledge, and so we have encouraged intellectual levity and trifling in our children. There is no such road. If we would know any subject, we must work. But if strong drink has slain its thousands, idleness has slain its ten thousands. The mission of the school is to teach the young to subordinate pleasure to duty. Interest by inspiring, not by amusing them.

We have fancied that there is a royal road to the making of teachers, and so have tried short cuts. The study of psychology is good for graduate students, but useless for average teachers. It deals with abstractions and each pupil is a concrete being.

These mistakes are rooted in low ideals of life. How shall we correct them? Give such inducements to the best men to enter and remain in the profession as they give in England. Honor teachers by a right attitude to them in the home, as in Scotland and Germany. And as the attitude of the teacher determines in the long run the attitude of the public to learning, let him show that he regards it as an end and not merely a means to a material end.

NECESSARY ELEMENTS IN WORK AND PLAY AND PRACTICAL CONSEQUENCES.

BY C. GERALDINE O'GRADY.
Teachers' College, New York.

Activity: co-operation, to some extent; progression, and rhythm, orderly alternation of activity, seem to be necessary elements in all wholesome work and play. Rhythm is the special point we shall discuss at present. It is observable in so many physical and natural conditions of the world around us and is so much a part of our make-up, that it must be considered in all activity, whether of work or play. Some of it we cannot escape from; but in other cases it is a variable quantity. Variation and spontaneous impulse are also necessary elements in educative work or play, and the make-up of children differs so much on account of mixed heredity and varying nutrition, environment, etc., that allowance for individual growth and differing needs must prevent our planning too many stereotyped forms of rhythmic exercise for young children. Early childhood is especially the time of trial, experiment and gradual selection in all activity and growth in co-ordination; but to allow for this, activities must not become stereotyped too soon. Many teachers are giving too definite and complex form of rhythmic exercise to the children. There is danger in the blind enthusiasm and energy with which young teachers seize a new idea and lose sight of all others for the time. We need balance and sanity in this as in other things. Some mention of experiments with rhythm and their results observed with children concluded the paper.

PROGRESS IN EDUCATION.

BY BISHOP JOHN L. SPAULDING
Peoria, Illinois.

Bishop Spaulding sketched the great epochs in the progress of education from the time of the Romans up to the present. He then said, in part: "At the opening of the nineteenth century there is an enthusiasm such as never before existed. Education being a process of conscious evolution, those who assist and guide it must themselves continue to grow. The work accomplished in the United States during the last fifty years in the organization of a great system of schools was never before equaled in the history of any people. In our white native people at present illiteracy has almost ceased to exist. Our progress in higher education has been even more rapid. The number of colleges has more than doubled in the last quarter of a century, while the standards for admission into almost all of them have been raised. Original investigation along scientific lines has been introduced and developed to a wonderful extent. In scientific and technical education, in agricultural and industrial education, we are making genuine and rapid progress. The bishop said that the normal schools of the country had rendered important service in the past, but that their training alone is insufficient, as teachers should have more than mere professional skill. "The more comprehensive our grasp of the power and the meaning of teaching becomes, the easier it shall be to persuade the best men and women to devote themselves to teaching, for we shall make them feel that the teacher does not take up a trade, but the highest art. Education is the furtherance of life, and instruction is education only when the knowledge acquired gives truer ideas of the worth of life and supplies motives for right living."

The struggle among the school book publishers of the country to secure the contracts for furnishing the books for the schools of Utah for the five years following next June has already begun. A. S. Barnes, one of the biggest school book men in the country, was in the city yesterday looking after the interests of Ginn & Co., of Chicago. Other book men are expected. Under the laws of Utah the school books can be changed every five years. The first five years will expire next June, and the fight will be on from this time out to get control of the business of the state for the five years to follow. — *Salt Lake Herald.*

It is excellent
To have a giant's strength; but it is tyrannous
To use it like a giant.
— William Shakspere.

They say best men are moulded out of faults.
— William Shakspere.

There was never yet philosopher
That could endure the toothache patiently.
—William Shakspere.

A Model Address to Teachers.

SUPERINTENDENT COOPER OF SEATTLE.

"I have no pet schemes to exploit — no experiments to try. I have just one thing set before my ambition in this field, and that is to work out thru you and by your aid plans that will conduce to the lasting benefit of those committed to our care. I have no policy to announce, no platform to promulgate. They would better be worked out, but in any platform which may be developed there is one big plank which should overtop and obscure all others, and upon that I stand unalterably. The plank is this: The interests of the children of this city are sacred and inviolable. They are not to be trifled with for personal, commercial or political purposes. I shall permit no personal interest of my own or that of anyone else, as far as I can prevent it, to stand in the way of the accomplishment of their rights.

"I believe in the mission of the teacher, in the power of right instruction to minister effectively for the good of boys and girls, and have faith that it will be potent enough to overcome in some degree the effect of evil tendencies and bad blood. I believe in the teacher as something superior to books, to mechanism and to methods, and that a teacher of the right sort will prevail mightily, no matter what prescription of method or course of study may obtain. I believe in the teacher who works from the inside — from the highest levels of her own inner life — in one who works from the inside of her pupils — from the highest levels of their inner life, for both teacher and boy have a lower level — an animal level — one not made of flesh either, but a level of mean prompting and unworthy passion. I believe in the teacher who looks for the best in pupils, in subjects, in methods, and finding the best, works at it so that thru it the poorer and meaner may be approached and bettered. The discriminating optimist is an injurious thing behind the teacher's desk.

"I believe that there are three things which go along with instruction that are more important than anything in the course of study. These are, first, the mastery of difficulty, the learning of the power of I can and I will; second, the effect of responsibility, the certain residuum left over from having something worth doing and having to do it, whether it is agreeable or not; third, the acquirement of inspiration, the intellectual and moral forces set aflame with right desire.

"I am your assistant rather than you mine. It is my highest function to help you to do your work better. Although I am very sure that there are many here who can do their particular work better than I might do it, yet if by counsel or suggestion or encouragement I can make you more effective at less expenditure, I shall have done well.

"We stand face to face with a year of life for us, and for the children of this city. As we enter upon it let us do so with the feeling that the whole

earth centers about every school room door and every school room door opens into the wide earth. It will be a good year, a happy year, if we will have it so."

Present Tendencies in Secondary Education.

ELMER ELLSWORTH BROWNE
University of California.

The keynote of current educational thought seems to have been sounded by Professor John Dewey in his saying that, *the school is not preparation for life: it is life.* Education is to provide for the future needs of pupils by providing for their real present needs. One of the most notable and comprehensive tendencies of secondary education, and of all education, is accordingly the tendency to seek an understanding of the living, growing, persons who go to school; and to treat them in a way to promote their healthy growth. This doctrine is sound at bottom. Persons are the most precious thiugs in this life; and child persons as precious as persons fully matured. In this view we have true humanism. It is a view that makes the school interesting. It is moral; for what is morality after all but fullness of personal life? It is religious, too. "The knowledge of ourselves," said John Calvin, "is not only an incitement to seek after God, but likewise a considerable assistance toward finding him."

On the one side, such doctrine as this is leading us into individualism. It prompts the demand for free election of studies in the secondary school; for individualized processes of instruction.

On the other side, the study of development has shown how strangely dependent the individual is on his social relationships. We see, in fact, that there is nothing worth the name of human personality that has not arisen under the stress and strain of getting on with one's fellows. So we have come to attach new significance to the mere fact that in school many young people come together and have varied dealings one with another. We are seeing that social intercourse is not a mere accident of school education but one of the chief things in school education

We may go further and say that, the school is not only life: it is preparation for life. Just because it is life, it looks forward to larger life. Any life that does not look forward is poor and mean; and we should make a losing bargain if we exchanged the old school that concerned itself only with the future, for a new school which concerned itself only with the present.

So our secondary education looks forward to the citizenship which awaits all of our students, and consciously prepares them for its duties. Whether they are destined for the more extended training of the University or not, it undertakes to direct their attention to public affairs, well knowing that the time has already come for them to take anticipatory interest in such things. It takes account, too, of the fact that each citizen must have a life work

peculiarly his own, in order to discharge his full obligation to the body politic. How secondary education may pay due regard to this fact and yet avoid the injustice of binding our youth at an early age to a course in life which may not be rightly their own, is one of the hardest problems with which we have to deal.

May I venture to add, that our secondary education looks even to life beyond this life; or rather to life above and all about this life. We are finding that the seething adolescence of our academies and high schools is above all skeptical and religious. The two things go together and belong together at this age. Education does not altogether meet the needs of the present life of our youth if it does not verge upon the shadowy fields of things too real to be seen.

The more important tendencies of our secondary education seem to lie in the directions I have indicated. Permit me now to call your attention to a more particular consideration of some of the topics already touched upon.

1. And first some tendencies affecting our courses of study. A recent writer has said that "The time for the finishing school has gone by." With equal truth it may be said that the time for the "fitting school" has gone by. I do not mean by "fitting school" a school for the education of youth who are preparing for college; but rather a school which prepares for college whether it educates or not. The proper business of every school is education. The growing recognition of this fact is one of the most marked of present tendencies. The sharp distinction between preparing for college and "preparation for life" is fading out. I think we may say our present working hypothesis is that, so far as general culture is concerned, preparation for higher school, rightly conceived, coincides with preparation for life. I do not extend this principle to secondary schools of a vocational character. And I am not enough of a doctrinaire to accept it as a finality with a regard even to schools of general culture. But it has stood examination and trial sufficiently well to warrant us in employing it as a working hypothesis. Taken in conjunction with a second assumption which I will mention later, I think it will prove very useful in the future organization of our secondary education.

We may put it in different ways. Secondary education which is not good enough for the purposes of the colleges is not good enough for the purposes of life. Education which fails to give good secondary preparation for life, fails also to dary preparation for college. Either way you turn it, the doctrine calls for some reëxamination of our school curriculums, and perhaps for some little change.

In the history of our courses of study, we begin with one fixed and strongly unified course for all. The demand for a recoguition of varied needs has led to numerous changes from this old invariable standard. Parallel courses we were first offered, each of them fixed and definite. The options were allowed in one or all of these parallel courses. The number of such courses was increased. The range of options was enlarged. Then we began to hear of the doctrine of free election. This seems to be the polar opposite of

that fixed course for all with which we started. It was necessary for us to come to this extreme, and get a survey of the whole movement from this side, in order to find out just where in the intervening territory we belong.

Will you permit a New Yorker who has long been a Californian to say that some of us on the Pacific Coast have looked with a certain wonder on the outbreak of the idea of the free election of studies in the East during the past year or two. The reported discussions of this subject sound strangely like echoes of our own battles of eight or ten years ago. The sun has not yet learned to move from West to East. So I can explain this phenomenon only by supposing that President Jordan, in the free field of a new university, was able to precipitate a movement which President Eliot has got underway more gradually in the established order of these older states.

We have not come to doctrinal agreement in California; but we have found a *modus vivendi* and have settled down to the detailed consideration of the question where between the two extremes, of the fixed course and the course with nothing fixed, the highest educational efficiency is to be found.

* * * * * * * *

Speaking broadly, the doctrine that the school is real life may be expected to work to the advantage of teachers and teaching. It puts the school into closer touch with the home, and carries into the school the better standards of the community. The growth of wealth and the sharpening of social distinctions may in some measure negative this tendency; but in other ways it will be reinforced by those very conditions. It is not too much to expect that the new century will see a new generation of new school men. If there has been no Thomas Arnold nor Edward Thring in our American schools, we have had many excellent teachers, from Ezekiel Cheever down. Let our best men find encouragement and recognition, both public and fraternal, awaiting them within the teaching profession, as other men have found in other professions; and our teachers of world-greatness will in due time appear.

Domestic Art in Education.

Mary S. Woolman in The Southern Workman.

The world is slow in realizing that the hand-work of a nation is potent in developing its mental and spiritual life. The modern teacher in selecting the subjects for the curriculum must consider the interests of childhood and youth, the immediate application in life of the acquirements of the school-room and the studies which tend to increase the spirit of service in the pupils. The education which gives due importance to creative hand-work is most completely fashioning the will power of the students. Power in life comes thru an obedient will, which needs in its training as actual use as do the limbs of a child in its physical development. The aim of manual training is misunderstood As a part of school work its object is not to prepare a pupil for a trade, but to afford a training to the motor parts of the brain which will make the boy or girl capable of intelligent activity. The child is

the object; his development is considered. The task must be adapted to his interest and development; his thought and purpose must go into the plans for it; his will into the doing of it. The article is of value only as it trains his powers and helps him to become self-active and creative, or as it points out his faults. The teacher who compels a child to useless repetition in the way of perfecting the work instead of training his will to persist in overcoming, or who attempts to complete or render faultless the task of the pupil, deprives the worker of the very food on which his mental power will grow strong. Modern inventions and social conditions have deprived children of the occupation which developed character in Colonial days. The homes of those days were busy with necessary hand-work which was truly educative. A necessary part of education is to understand the world's work and to be of direct help in it. The child in the school, as in the home, should live a natural, active life. The manifold work of the household, sewing, repairing, dressmaking with its relation to health, the manufacture, cost and selection of materials, the relation of consumer to manufacturer, and many similar questions afford a basis for interesting and profitable investigation. The child needs to make the articles in which he is interested, and into which he will put his whole soul. The work should be beautiful up to its possibility. It should be practical, so that the home and the school may be benefited, and it should be put to use, that the worker may early take his place as a helpful member of the community and feel for himself the joy of service.

How to Classify an Ungraded School With One Teacher.

Atlantic Educational Journal.

One of the greatest evils in the country schools is the want of classification and the consequent large number of recitations a day. In many schools with one teacher there are twenty-five or thirty; in some more. This means ten minutes or less for each recitation. I have known schools in which the average time was five minutes — twelve recitations to the hour. Of course, this precludes any attempt at teaching, and reduces the teacher to a poor kind of automatic lesson-hearer. If any teaching is to be done, the recitations must be fewer and the time for each longer. This should average not less than twenty-five minutes; more for some, less for others. With the usual school day — from eight in the morning to four in the afternoon, with an hour and a half for intermissions and fifteen minutes for opening — there should not be more than sixteen recitations. Only a dozen would be better. And still, each child should have four or five a day. To accomplish this has seemed impossible to most teachers.

The following scheme is based on the principle that each subject taught may be divided clearly into two parts; one in which the elementary principles and processes of the subject are learned, and one in which these principles and processes are applied. In the first the order of study is determined by the nature of the subject and may not be changed; in the second there is no necessary order, that of the book being purely accidental, and, therefore, changeable at will.

PLAN OF CLASSIFICATION.

READING: Four Classes —
1. Children just learning to read.
2. Children of Second Reader class.
3. Children of the ordinary Third and Fourth Reader classes.
4. All children above Fourth Reader grade.

ARITHMETIC: Four Classes —
1. Children learning to count by ones and by tens and to write numbers.
2. Children learning addition, subtraction and comparison.
3. Children learning multiplication, division, fractions and ratio.
4. All children using these fundamental processes in practical business applications.

GEOGRAPHY: Three Classes —
1. Class in the geography of the home and school district. (All children in school, but not in school hours.)
2. Class in the geography of the state or section in which the school is situated.
3. Class in foreign geography.

HISTORY AND CIVICS: Three Classes —
1. Stories of adventure and pioneer life; biographies. (All children in school, but no recitations.)
2. Colonial life and the Revolution. (Fifth and sixth school years.)
3. The United States since the Revolution. (All children who have finished the work in the Colonial life and the Revolution.)

ENGLISH COMPOSITION: Three lessons a week for all children who have learned to read and write.

ENGLISH GRAMMAR. Two lessons a week for all children above ordinary Fifth Reader grade.

WRITING: Two lessons a week for all children.

SPELLING: Three lessons a week for all children who have learned to read and write.

PHYSIOLOGY AND HYGIENE: Two lessons a week for all children above Second Reader grade.

Reading, 4; Arithmetic, 4; Geography, 2; History and Civics, 2; English Grammar and Composition, 1; writing and Spelling, 1 — in all, fourteen recitations a day, and the two lessons a week in Physiology and Hygiene. These and whatever else may be required in the schools of any state can be taught in the two periods remaining to make up the sixteen periods a day.

A few words of explanation will make the scheme clear. The first class in reading will learn the sounds of the letters from some good drill book, and will learn to read from a First Reader or a book of easy stories. The Second Reader class will master the mechanical part of reading. No Third, Fourth, or Fifth Reader will be used. All the children of the Third and Fourth Reader grades may easily read together Robinson Crusoe, Story of Ulysses, Old Greek stories, Bible stories, Stories of Greek or Norse mythology, King of the Golden River, Hiawatha, etc., reading some of the books one year and others the next. The class will thus contain two sections, the children of one a year longer in school than those of the other. If the more advanced section reads Crusoe one year and Ulysses the next, the less advanced section will read them in the reverse order. One year a given section will read with a more advanced section, the next year with a section less advanced. The same principle will apply to the three or four sections of the fourth class. No great inconvenience will come from this. When a child has learned to translate print into sound he can read any book he can begin to comprehend; and real books do not, like the grade readers, belong to any particular school year to the exclusion of the year before or the year after. Robinson Crusoe can be read equally well in any year from the second to the fifth or sixth; Hiawatha anywhere from the fourth to the eighth. It would be hard to tell the best time for reading any one of these books. It is only the makers of grade Readers that know just what year of a child's life any particular bit of reading matter is best fitted for. Children and good teachers can seldom be so exact.

The fourth class in arithmetic will contain several sections. But after the work of the first three classes is well done it makes little difference in what order

the remainder of the book is studied. One year all sections will study decimal fractions, another year all will study percentage and its applications, another mensuration, etc.

In enumerating the daily recitations only two were counted for geography, while three are given in the plan of classification. The work in home-geography must be done mostly outdoors. The long noon recess offers just the opportunity for this. All the children, from the youngest to the oldest, will enjoy a thirty minutes' walk with the teacher to study a waterfall, a hillside, a corn field, or a country store.

At least a year should be given to the study of the state or section in which the school is located.

While at this the children will incidentally learn a good deal of other parts of the United States and of the world. The class above this will contain three or four sections, all studying the same topics and reciting together. One year they will study North America, the next Europe, the next the remaining continents. The first section will take the topics in this order; the next, beginning a year later, will begin with Europe and end with North America, and so on round the three sets of topics from year to year.

The first class in history should contain all children who can read, especially those who have been in school from two to five years. Their history reading should include good biographies of Daniel Boone. David Crockett, Sam Houston, Francis Marion, George Washington, Abraham Lincoln, Columbus, John Smith, Israel Putnam, Paul Jones, Oliver Hazard Perry, Stonewall Jackson, Robert E. Lee, etc.—pioneers and leaders—with little regard to the order in which they are read. All the teacher needs to do is to see that the children have access to the books and to give them an occasional opportunity to talk about the books they are reading. This opportunity can be found at odd moments and on Friday afternoons.

The second class will contain two sections. One year both sections will study Colonial history, the next year both will study the Revolution. The order makes little difference. The third class will probably contain three sections. But the history of the United States should be studied by topics: Territorial Development, Increase of Population, Growth of Cities, The Tariff, Political Parties, etc., etc., and not chronologically. Group the topics into three groups; study one group one year, another the next, and the third the next. With this kind of history study no separate lessons in Civics will be needed.

The English Composition should be based on the reading lessons. So there will be two sections with different work. But this work must be largely individual, and the teacher can direct the work of both sections at the same time.

There will be two sections in English Grammar. One year they will all study parts of speech, the next year the analysis of sentences; one section taking the topics in this order, the next in the reverse order. Good teachers are not agreed as to which order is best.

Because they write at the same time it is not necessary that the children all write from the same copy. All written work should be done neatly, thus making writing lessons of the composition periods.

All sections of the spelling class may recite together. Of course, the composition lessons make the best spelling lessons.

The lessons in Physiology and Hygiene should be given orally by the teacher. A good modern work will enable her to do this.

While this may not be an ideal plan for a school with a sufficient number of teachers to permit complete grading, it is probably the best that can be done in the school with only one teacher. It certainly is much better than attempting to hear thirty recitations a day, or any of the many devices of having pupils hear certain lessons, alternating subjects, etc. The only necessary requirement is uniformity of texts in reading and spelling.

The Passing of McKinley.

Black, black, all black, our open door is closed with ebon bars;
For woe like this there are no creeds, no bonds, no social bourns:
Black, black, all black! half-masted hangs Old Glory's stripes and stars—
The great republic mourns.

Low, low he lies, so low! the nation's chief, the nation's pride;
So still the careful hands which steered his country's danger past;
So dumb the tongue whose golden speech our faith had justified:
God's seal of rest upon his breast, and peace, and home, at last.

The shot that felled McKinley jarred the round earth's rim;
It aimed at law, all law, it aimed at heaven's high throne,—
For doth the firmament not move by law of Him,
And seed and harvest time from zone to zone?

Calamity stared grimly black the whole world in the face
When anarchy, foul-brooded spawn of slime and mud,
Spat her corroding venom to the highest place
And smeared the down-step to her den with blood.

Not, not alone McKinley's life — brave life that bore no stain,
Great statesman, gentlest husband, man of Christian men —
He stood for us, each one, and in him were our brothers slain,
And our dead fathers in his death did die again.

Black, black, all black, our open door is closed with ebon bars;
For woe like this there are no creeds, no bonds, no social bourns:
Black, black, all black! half-masted hangs Old Glory's stripes and stars —
The great republic mourns.

— *Madge Morris.*

—From Clara Foltz's "Oils and Furnaces."

Dr. C. N. Thomas' Eulogy on President McKinley.

Dr. C. N. Thomas of Healdsburg, Cal., recently pronounced the following beautiful and eloquent tribute on President McKinley.

President McKinley is not dead, but lives—lives in the hearts of the American people, and will live so long as the Stars and Stripes remain unfurled over this land of the free. Yes, even if this republic of ours should change into a kingdom or monarchy, or even should the American people be swept out of existence, the name of McKinley will remain indelibly inscribed on the pages of history as one of the really great men the world has produced. Of the millions who have lived on this globe of ours, only a few men have stamped their individuality on the pages of history so strongly that they will never be forgotten. In religion there were three such persons—Jesus Christ, Confucius and Mohammed. In art—Raphael and Michael Angelo; in literature, Homer, Robespiere, and Goethe; in music, Beethoven and Wagner; in warfare, Caesar and Napoleon; in statesmanship, Bismark, Gladstone and the three great Americans, Washington, Lincoln and McKinley. There are thousands whose influence is felt in a nation, but those whose influence is and remains world wide are very few. Why, then, will McKinley live as one of the greatest men the world has produced? Is it because he was a brave soldier? No. Because he was a good Christian? No. Because he was a true friend and loving husband? No. Because he was honest and virtuous? No. It was because he developed and put into action certain principles that are going to be world-wide in their political effect. He was the first and only statesman who carried the teachings of Jesus Christ into statesmanship.

Statesmen have always aimed to take from every nation all they could. Napoleon's policy was to crush, then to annex. Bismark's policy when France was defeated was the same. But when Spain was finally at our mercy, and we could have taken the Philippine Islands, McKinley realized that to do so would be unjust, and he granted Spain a fair remuneration for those islands. When Cuba became free it would have been for our interest to add that wonderfully rich island to our territory. But McKinley yielded to the inhabitants of Cuba and granted them a free and independent government. No other nation, no other statesman in the world would have pursued such a policy.

When, finally, the Philippine Islands were ours, his first aim was to help the natives to a higher state of civilization by sending teachers into their midst. A year ago, when China was defeated, when each and every nation aimed to cut up that empire or to extort unreasonable indemnity, it was then that President McKinley showed a policy of fairness and justice which amazed the statesmen of the old world and made the Chinese our friends. He carried into his policy of statesmanship a spirit of humanitarianism before unknown.

The second reason why McKinley will live in history is because he made this nation a world-wide power. The policy of every preceding President was to uphold and enforce the Monroe doctrine: to keep this nation isolated. This policy may have been wise when we were weak and undeveloped. President McKinley as he traveled about to the Sunny South, to the Golden West or to the progressive north, realized and felt that a nation so great, so rich, so progressive, and so essentially Christian, had obligations toward the world at large. President McKinley knew that the policy of every nation—England, Germany, France, Russia—was one of self-aggrandizement. To enlarge and enrich themselves at the expense of the small and weaker nations. These nations in their African possessions gave no thought to the rights of the barbarous natives. To supplant them with their own inhabitants was their only aim. But in his policy toward the Porto Ri-

cans, the Cubans and the Filipinos, President McKinley showed them that at least this Government respects the rights of the inferior races.

I believe that President McKinley realized that every truly great nation has a great mission to perform. The mission of the Jews was to develop the idea of religion; that of the Greeks, the conception of the beautiful in art; that of the Romans, law; that of the Germans, music; that of the English, commerce; that of the Americans, personal, religious, and political liberty — the grandest mission of them all.

All of us Americans realize the blessings of a republican form of government, but as long as we remained in our shell, so long was it impossible to propagate the idea of political and religious liberty in the world at large. To fulfill this mission, President McKinley realized that it was absolutely necessary for us to become a great commercial nation. In his address at the Buffalo Exposition this month, which might be called his farewell speech to the American people, he advocated three great commercial enterprises. These were: First — The construction of the Nicaragua Canal. Second — The building of a Pacific cable. Third — The construction and support of a merchant marine. The carrying out of each of these vast enterprises will have a great influence on the world. The construction of the Nicaragua Canal will bring the South, the West and the East closer together. It will bring South America closer to us. The laying of the Pacific cable will bring Hawaii, the Philippine Islands and China right to our doors. The construction of a merchant marine will bring the most distant parts of the world under our influences. Every commercial ship that floats on the seas from this country is a messenger of the gospel of political and religious freedom, and will be a teacher that all men are created equals — that all men have inalienable rights.

This world-wide policy of President McKinley at times was severely criticised by men even in his own party. But as time passed, so completely did it command popular support that his successor, President Roosevelt, announced that he will carry it out to the letter.

This nation of ours has produced many great men — Thomas Jefferson, Benjamin Franklin, Alexander Hamilton, Daniel Webster, Henry Clay, James G. Blaine, James A. Garfield — but three of them rise head and shoulders above all the others. These are Washington, Lincoln and McKinley. Washington, the founder of this nation, ruled over only a few million people, and his influence was chiefly on the United States. Lincoln, the preserver of this nation, ruled over only half of the people. McKinley cemented and made the North and South feel like brothers. He ruled over all America. His influence pervaded every nook and corner of our land. Some say he was not strong-minded. My opinion is that he was the strongest-minded President we ever had. He accomplished his purpose in such a quiet way, yet his policy was one of boldness. It took a strong-minded and courageous man to depart from the old policy of the nation.

Today our nation is bearing his remains to their last resting-place. We do not realize how great a man we are burying. Future generations will speak of him as the typical, ideal American. Where, in all history, can we find a character so beautiful and complete, so nearly perfect that we know not that he had a fault? He was honest; he was industrious; he was magnanimous; he was great in his love for his friends and in his tenderness and love for his wife. We bury him today. but he lives in our hearts, in our national life, and he will live in the world's history as WILLIAM McKINLEY, the ideal, typical statesman and beloved American.

VITALITY.

We sleep, but the loom of life never stops; and the pattern which was weaving when the sun went down is weaving when it comes up to-morrow.—*Beecher.*

Dolor Populi.

BY R. L. SANDWICK.
Principal Monterey Schools.

Read by Miss Flora Conover at McKinley memorial services held in Assembly Hall, Pacific Grove, Cal., September 19, 1901. President McKinley spoke here with great feeling to the G. A. R. June last.

A people mourns. A doleful bell
Swings wide above a nation's grief,
The while our hearts with sadness swell,
And in these rites find sad relief—
Find sad relief.

He stood among us. Dignity
Was in his form; and in his face
The grandeur of our destiny.
The glamour of a nameless grace—
A nameless grace

Beamed from his wide brow, halo-like,
Almost he seemed a blessed saint:
His sympathetic words did strike
A well of tears, without restraint—
Without restraint.

A nation mourns.—The bounteous hand
That reached to God and got its store
To scatter far o'er all the land,
Shall scatter blessings never more—
Ah, nevermore.

Columbia mourns.—The mighty heart
That bade him loose the fettered slave
And tyrants from their prey to start,
Beats now no more, within the grave—
Within the grave.

And yet we know he worthy went,
A life of ease he never knew;
He died, our well-loved PRESIDENT!
A martyr's death. It was his due—
It was his due.

His honors ripe upon his head,
No obscure years his fame can still;
Our President he is, though dead:
So did he pass. It was God's will—
It was God's will.

And in this spot beside the bay,
The children, that his smile did know
While strewing flowers in his way,
Shall in his gracious likeness grow—
Shall in his gracious likeness grow.

Joaquin Miller

On the Heights back of Oakland, Cal.

From "American Authors and Their Homes,"
By FRANCIS WHITING HALSEY, Literary Editor New York Times.

To see a poet near at hand, to see him in his own home, is generally matter for disillusion. One recalls that amusing confession by Howells of his first meeting with Charles Warren Stoddard and his deep disappointment that the author of "Chumming With a Savage" should have been so different from his ideal. Even Tennyson, when he growled over Max Müller's mutton chops, showed the feet of clay.

But one who sees Joaquin Miller, the Poet of the Sierras, in his own home on the heights back of Oakland, need not fear any disappointment; for Joaquin is a living embodiment of his poetry. Absolutely unlike, in his work, any other poet of his day and generation, he is equally unlike his brethren in his personal traits and in his home. For years that home, overlooking the Golden Gate, had been his dream, and even as far back as twenty years ago, when he was the literary lion of London for a season and was the favorite of Tennyson, Browning, Rossetti, Swinburne, and William Morris, he saw as in a vision the place he was to create for a hermitage:

"I know a grassy slope above the sea,
The utmost limit of the Western Land.
* * * * * * *
Here I shall sit in sunlit life's decline
Beneath my vine and sombre verdant tree.
Some tawny maids in other tongues than mine
Shall minister. Some memories shall be
Before me. I shall sit and I shall see
That last, vast day that dawn shall re-inspire,
The sun fall down upon the farther sea,
Fall wearied down to rest, and so retire,
A splendid sinking isle of far-off fading fire."

With a slight poetic license this will serve as an accurate description of the Heights, Joaquin Miller's home, which is about eight miles back of the little village of Fruitvale, a suburb of Oakland. It is reached by the electric cars and a stiff walk of a mile and a half up a winding foot-hill road, much of the way under the pleasant shade of eucalyptus and acacia trees. Before one is the first high ridge of hills, which forms the base of a spur of the coast range of mountains. At every turn of the road superb glimpses of Oakland and of San Francisco Bay are caught, framed in the vivid green foliage of the Australian gum-trees.

When at last the crown of the hill is reached and one stands before the poet's home, a splendid prospect is unrolled, such as may be seen from only a few of the great mountains of California. The elevation is only a few hundred feet, but the spot commands an enormous range. All around are rolling hills, flanked by tawny mountains, fading into the purple-blue of the distant horizon, crowned by Mount Diablo. Below and on clear days, seemingly

only a gunshot away, are Oakland and Alameda and the green marshes and lagoons that form the crescent shore of San Francisco Bay. For fifty miles the eye takes in the superb sweep of this incomparable bay, and then it rests with delight on the distant city of San Francisco, piled high on its hundred hills, its windows flashing back the brilliant sunshine. Beyond, to the right, one looks thru the nearly clasped arms of leaden-colored land — thru the famous Golden Gate — out to the deep, blue Pacific, which has never lost its mystery since Balboa first beheld it,

"Silent upon a peak in Darien."

The contour of hills is such that one seems cut off from the world and left to the fellowship of mountain, sea, and sky. Turning, however, from this great panorama, the poet's home is seen. It consists of several small houses, half hidden among trees and vines and flanked by winding, tree-shaded paths, walled up with stones, which reach clear to the summit of the little hills behind. Entering the gateway, one passes over a little bridge which spans a ditch of clear, running water and comes to the poet's own house, a Gothic cottage, with small porch and wide-open door.

A little way up the steep hillside are three other houses, all half concealed in a maze of roses, passion flowers, acacia, climbing ivy, cedar, spruce, pine, and eucalyptus. Regular thickets are here of the Cherokee rose and tangles of La France and other beautiful roses, with the varied greens of the cedar, the olive, and the pine. When Henry Irving and Ellen Terry visited Miller about four years ago, the pathway from the road to the house over which the famous actors walked was covered with the choicest of roses. Thru all this shrubbery run ditches with life-giving water, that water which, with the California sunshine, like that of Palestine, makes a desert blossom as the rose.

Miller did not have the desert to transform, but he did have a high, dry, rocky hillside. He has converted it into a little paradise of rich blooms and sweet odors. Welcome as the shadow of a great rock in a weary land is the sight of this flower-garden, set in the brown bosom of the hills. More than a dozen springs have been developed, and by means of pipes and ditches the poet has fountains and fish-ponds at his very door.

It was a hot afternoon when the writer climbed the road to the Heights, and, entering the Gothic cottage, found the poet enjoying the coolness of an adjoining room, upon the roof of which an artificial shower was descending. The poet was seated on a pallet in the corner. In his usual afternoon garb, he was as picturesque as his surroundings.

Imagine a man of tall, athletic build, with fine, dome-shaped brow; long, tawny hair streaked with gray; a tangle of yellow mustache and beard; a strong, large nose, sunburned like his cheeks, and clear, flashing, gray-blue eyes that look out from under heavy, bushy eyebrows with the quickness and the eagerness of a boy's. Something there is of the scout and the plainsman in the eyes, face, and movements. He looks as one fancies Kit Carson looked when he guided Frémont the Pathfinder thru the hostile Indian country out to the Western sea. Miller was dressed in a corduroy coat, trousers in boots, pongee shirt, with loose Japanese silk neck-scarf, and broad sombrero. The

whole appearance of the man suggested his revolt against any restraint of costume, just as his talk suggests his warfare on conventionality and his delight in what is free and spontaneous in nature and life.

The poet's workroom is the main apartment of the Gothic cottage. The sun streams in thru the open door. The walls are ceiled with the California redwood, unstained and without touch of shellac or oil. On the bare floor are a few fine skins, and on the bed in the corner are other robes. The remainder of the furniture consists of a bureau, with a wide-open top drawer, mainly used as a receptacle for "copy," and a couple of chairs. On the walls are many photographs of famous men — Tennyson, Browning, Morris, Sir Walter Besant, Garibaldi, Napoleon, and many others, with some ideal heads from the English weekly papers. On the bureau is a glass with some beautiful roses.

Miller works wholly in bed. When he wakes in the morning he has his coffee. Then he makes a bolster of his pillows, gets out a large manila pad, and goes to work. He usually writes in pencil, in big hieroglyphics, which only those trained to the peculiarities of his penmanship can decipher. These sheets are afterwards typewritten. He waits for this transcript before making any corrections. As a rule, he works steadily till noon. Then he dresses, has lunch with his family, and devotes the remainder of the day to labor or recreation out of doors.

With Miller the gift of song came by nature; it has never been developed by art. The lyric faculty, which one of our best critics declares that he has in greater measure than any American poet except Poe, he uses with the same freedom that a great singer uses his voice. Words come to him without effort, and language becomes plastic under his hand as it has only been in this age under the hands of Tennyson and Swinburne.

His best work breathes his love for the mountains and the forests of the Sierras, the home of his boyhood; and these songs, which make the exiled Californian homesick, were written while he was in Europe. In him also is a great longing to reproduce the splendid courage and the spiritual power of the early navigators — Magellan, Drake, Vancouver, Hawkins, and all that noble crew — half adventurers and half pirates—who solved the mystery of the unknown Pacific. He believes that here is the field for the future poet and romance writer, rather than in the past of the Old World, which has been dug over until all its freshness is gone.

Joaquin does not care to talk of the work he has done. He looks forward to greater and finer work in the future. His noblest poems have been written within five years. One is on the death of Tennyson, the other on Columbus. Either would serve to assure fame for a poet. On returning from Alaska two years ago he long felt the physical effects of the enormous strain of life under the Arctic Circle, but his mind eventually became clearer and stronger, and his impressions took shape.

When he talks of the scenery of the Far North his eye lights up with enthusiasm. "My old loyalty to the Sierras," he says, "is gone. Those Northern mountains dwarf our Shasta and our Yosemite. No words can describe their grandeur; it weighs on the soul. Clothed in perpetual snow,

with great sabre gashes down their sides, they give one the impression of a tremendous force which menaces man and makes all his work seem puny and contemptible. The world has no scenery like that which meets the traveler on the way to the Klondike. Then, too, the coloring of the mountains, the effects of the midnight sun on fields of ice and snow, the long arctic night — these are things which would make the greatest artist in words realize how poor is his skill." Joaquin puts his impressions of the Yukon country and his experiences as a prospector on the Klondike into a lecture, which he has delivered thruout the East.

After this talk we went out and strolled up the hill to look over the poet's possessions. In the nearest cottage was his favorite daughter, Miss Maud Miller. Farther up the hill, in the best sheltered spot, is the prettiest cottage — the home of the poet's mother. He calls her "My Queen," and for her everyone else must give way. This love and reverence for his mother reveals Miller's best traits — the tenderness of his nature and the kindness which has survived many harsh experiences. Tho over eighty, the old lady is still bright in mind and active in body. She takes a keen interest in current affairs, and talks well. In her pleasant reception-room is the art treasure of the Heights — a superb portrait of John C. Frémont, painted by Jewett in 1852. It shows the fine eyes of the Pathfinder, with the curve of the eyebrow that betokens courage and will, and it seems to me to reveal more of the real character of the man than any other picture. It was painted on a tablecloth of one of the Panama steamers, and its genuineness is fully attested.

Everyone on the Heights has a separate dwelling-place where privacy may be enjoyed. Joaquin believes in personal seclusion. He thinks that the world loses much from its tendency to gregariousness. He believes that a man should not be too familiar even with the members of his own family, and that there are times when solitude is a necessity. His system may seem odd, but it has much to recommend it.

Over beyond Miller's cottage is a trout-pond filled with pretty fish, and farther up the hill a Doric gateway which leads to the higher paths. Joaquin has demonstrated on this steep hillside how many beautiful walks one may make by planting a few trees. The lower sides of the paths are walled up with stone, and are thus protected from washing by heavy rains. Far up on the summit of the hill is a solid stone mausoleum or funeral pyre, eight feet high, ten feet long, and ten feet broad. It is made of black flint rock, and will endure for ages. The poet has left instructions that his body shall be cremated upon it, and the ashes flung to the four winds of heaven. Near at hand is a huge bowlder on which is graven, "To the Unknown." Upon the summit of another hill is a pyramidal pile of rocks dedicated to Browning, while not far away the poet hopes to erect a monument to Frémont, by the side of a huge bowlder which marks the site of the Pathfinder's camp when he passed over these hills in 1843.

Returning from the summit, one is impressed more strongly than before

with Miller's success in transforming this stony, barren hillside into a garden of roses and pleasant, shaded paths. Under his own vines and olives I took leave of the Poet of the Sierras, who has been able to put his yearning for beauty into practical form and to make an ideal home on the Western shore, where —

"The bland
Still air is fresh with touch of wood and tide."

The Tenth Anniversary of Stanford University

BY PRESIDENT DAVID STARR JORDAN.

Ten years ago today the students and faculty of Leland Stanford Jr. University met to inaugurate a new center of higher education in California. There was money and hope, flowers and sunshine, the glories of nature and the glories of architecture. The one question was, Shall we have students? The population of the coast was scanty, less all told than that of the city of Chicago. It had already an honored university and no visible place for more.

The New York "Mail and Express" notified us that there was as much room for a new university in California as for an asylum for brokendown sea captains in Switzerland, and the professors were told that for years they must "lecture in marble halls to empty benches," if indeed there should be any need of benches in these halls, in which they would serve only to disfigure the architecture. The first entrance examination offered little more encouragement. It was held on the porch of Escondite cottage. Three candidates were present, two men who failed, and one woman, Miss Longley of Mountain View, who passed — the first student admitted to Stanford.

Lest we should provide a feast for those who would not come it was agreed to limit the faculty at the beginning to fifteen besides the president, the registrar, who also taught economics, the librarian, Professor Woodruff, who could also teach law, and Bert Fesler, who taught the higher law in Encina Hall. After these there was a waiting list of assistants who could come if wanted, besides two heads of departments. Professor Stillman and Professor Warner, who were to arrive at Christmas. Then President White of Cornell, in more ways than one the good friend, the good angel of the institution, one who has never lost faith in its present or its future, for he saw in its growth his own best educational ideas made actual — President White agreed to come as lecturer on the French Revolution.

Four hundred and sixty-five students were in attendance on this first day of October, 1891. They came from almost every state in the Union, from Europe, China and Japan. About a hundred received advanced standing. The rest formed the famous pioneer class, the class of 1895, the class which already reminds us that there were giants in those days when the world and the university were young. And with the presence of the students we found our just reason for being. The work began in serious, hopeful earnestness. It is going on today, and it will go on, we believe, so long as civilization shall endure. Oxford, founded by Alfred the Great, has a thousand years the start, but this does not discourage us, for we have kept up with it. The new university rides on the shoulders of the old and the lessons of the thousand years belong to us just as much as to old Oxford.

One lesson of these ten years is ours and ours alone. It is the lesson of faith and fidelity; faith in the future under God's help, and fidelity to a trust under the most discouraging conditions.

There is not one of us who realizes the tremendous nature of the obstacles encountered by the university in the years from 1893 to 1896, and the years of financial panic, of wanton litigation, the times of depression and distress, which descended like a prison gate on an institution prepared only for hope and progress. There was but one thing which could save the institution, the unswerving devotion of the surviving founder. To doubt or falter was to perish, and in the most trying times no such words were found in her vocabulary. To her there must always be a way. The good Lord would provide it. And always the way was found and the university dedicated to her beloved son has never closed its doors once opened. By the noble generosity of the founders and the help of him who doeth all things well, these doors shall never be closed so long as one stone shall remain upon another.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"Teach your children to rely in life on the pleasures of the soul, or as Goethe puts it, 'the pleasures of personality.'"

The Mothers' Club of Laguna Honda School held an interesting meeting the first Thursday of last month. Mrs. M. L. O'Neal read a paper written by Mrs. Frederic Burk on "The Promotion of Pupils." Miss Jean Parker will speak at the next meeting.

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The Golden Gate Mothers' Club met Wednesday, September 18th. Mrs. J. L. Havice led the discussion and read a paper on "How to Punish." The discussion that followed was instructive, amusing and interesting.

Miss Fairchild, who is president, keeps up a remarkable degree of interest in this club. A page from Mrs C. R. Pechin's paper will serve to show the high estimation in which it is held:

"A long acquaintance with your president has made me so appreciative of her sterling qualities that to be associated with her even in the slightest degree is an honor I appreciate very fully. Secondly, I come both as a teacher and a mother and am therefore peculiarly interested in matters affecting both spheres of life. Thirdly, this Mothers' Club has gained such a reputation among our school people that I consider it a special honor to be invited to come here and meet its members to whom we teachers owe so much.

"Above every other advantage derived from your earnest efforts in our behalf is the inestimable advantage resulting from your presence among us and the moral support we have gained in this community from the fact that teachers and parents were working together for a common cause, and were banded together by a common interest. It is certainly a novel aspect in San Francisco, this of mothers and teachers joining hands to perform the most difficult and sacred duty devolving upon mankind, that of properly educating and elevating, as the French call it, the little children that have been entrusted to our care. That the teachers' interest has become the mothers' and the mothers' the teachers' is a matter of congratulation on both sides, for the school is meant to supplement the home and the two must go hand in hand, if the greatest good of the little child, their common care, is to be obtained. The new education, if it means anything at all, means just the natural discipine of the child, the reasonable natural dealing with the child that devoted parents entrust to us for so many hours each day. This new method is exemplified in the beautiful union of mother and teacher existing right here in your midst, and to me it is an admirable thing that together you have worked so well, and that together you have accomplished so much, I venture to say that the painful school yard scenes reported in some of the daily papers (whose influence for ill among our growing youth cannot possibly be estimated) would never have occurred had the teachers in those schools had the sympathetic acquaintance with the boys' parents that exists in this little school. This Mothers' Club stands today a beacon light in the darkness surrounding us, pointing the way for others to follow. To the mothers we must ever turn for sympathy and guidance, and let me add, for reform. With the wider advantages that

women now enjoy, and with her higher education, come new duties which women cannot shirk, for they are indirectly in her province — the province of home; and whatever concerns the home must be inevitably met by woman, and by the mother especially."

The balance of Mrs. Pechin's paper was devoted to the manner of spending the annual six weeks' vacation, and will, we hope, be published at some future time.

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The Relation of the Parent to the Public School from a Mother's Standpoint.

Read at Golden Gate Mothers' Meeting

By ANNIE LITTLE BARRY.

Education in the true sense of the word is formation of character, "Character is power." How may our children best receive this education? Shall we leave the work to be done by the teacher, or shall our children's education be a part of our life work?

First, let us begin with ourselves. The average mother is a busy mother, and has little time for self-improvement, but we should so divide and arrange our time that we can progress, be it ever so little. Social duties, wifely duties, the claim of motherhood should not so monopolize our time that we do not read the daily papers and at least one good book a month, striving as we journey along thru life to learn a little every day A mother may selfishly give all her time and thought to making Mary's dresses that Mary may look well, she may fill Johnnie's stomach with goodies he were better off without, and still not do her duty to her children.

When we stop and think how much more of our children's time is spent in the school room than with the mother, we well have cause to be anxious. There is much, very much to be desired in the Public Schools. Many of us can never feel that it is right to give one teacher forty or fifty restless little beings to control and interest. We believe it is a hardship for the teacher, and an injustice to the children. We should never lose an opportunity to express ourselves everywhere and to everybody — except to our children. A parent should never criticise in the presence of the child anything pertaining to the child's school life. Let us remember that back of all principals and teachers is a school board, and that every school board is governed by very necessity and to a degree by school boards of other states. If some of us feel there is a tendency toward fads and cramming, let us be patient and hope that these errors will in time be corrected. We are very much inclined to forget conditions as they were when we were children. None of us would like to relegate our children to school methods in vogue when we were young. The world is marching on. We and our children are part of the procession. Let us keep step to the march of progress, trusting that the way may lead us to more practical, more thoro education each day.

It is the business, the privilege, the duty and the right of every parent to visit the public schools and visit them often. We should know the sanitary conditions of our school houses, should become acquainted with the principals and teachers of our children. Not every teacher in San Francisco has ability any more than every carpenter, every doctor, or every mother. One child may do good work with a teacher, another child in the same family may fail with this teacher. It is not always justice to blame the teacher, but when a mother becomes convinced that a child cannot get on with his teacher the best plan is to ask to have him changed to another class; but first be very sure.

We cannot all expect every one of our children to stand at the very head of the class. It is not a sign of dullness of intellect if they do not, neither is it a sign of failure on the part of the teacher to do her duty. Few of the great men and women of the world distinguished themselves at school. Some children have talent in one direction, some in another. Good conscientious work is all we have a right to expect. Let us be reasonable.

Many of us chaff greatly under the rules of school, especially if we have managed our children without laying down many rules. Let us remember the diversity of temperament, the different home environment of the pupils, and urge our children to conform with school rules to the letter of the law. Remember none of us are infallible and perhaps there are a lack of rules at home. To teach our children to do right for right's sake, rather than for fear of punishment, and a consideration for others, would help the public school teachers not a little.

No class of the world's toilers have such a demand on their nerve force as teachers. Think,

mothers, what a demand two or three children make on your patience; what would it be if you had forty restless little beings to contend with, to keep employed, and under restraint for five hours each day? It is the duty of every parent to speak kind words to her children's teacher, "Kind words are the music of the world." There never lived a teacher who was not deserving of some kind word. Teachers would fail less often in their duty were parents more generous with kind words.

The mother-school is after all the most important; there are lessons no one may teach our children but ourselves. The problem of childhood is the greatest problem of today. The responsibility of parents, how great. The relation of the parent to the public school should be one of helpfulness, of co operation, never fault-finding and grumbling. The more interest we parents take in public schools, the better will we be able to regulate some of the things we do not now like. Remembering interest is not interference.

And thank our wise Creator for the public school system of the United States, which helps develop character and make a great and powerful nation.

PRESIDENT WILLIAM McKINLEY

To the Young People of Oakland, California:

"There is nothing better for the United States than EDUCATED CITIZENSHIP; and, my young friends, there never was a time in all our history when knowledge was so essential to success as now. Everything requires knowledge. What we want of the young people now is exact knowledge. You want to know whatever you undertake to do a little better than anybody else. And if you will do that, then there is nothing that is not within your reach, I don't care what it is.

And what you want besides education is CHARACTER — CHARACTER! There is nothing that will serve a young man or an old man so well as good character. And did you ever think that it is just as easy to form a good habit as it is to form a bad one? and it is just as hard to break a good habit as it is to break a bad one? So get the good ones and keep them. With EDUCATION and CHARACTER you will not only achieve individual success, but will contribute largely to the progress of your country."

A card containing the above was sent to all the schools in Oakland, Alameda County, by the County Board of Education.

MISS ELIZABETH HUGHES OF ENGLAND ON CO-EDUCATION IN AMERICAN SCHOOLS.

"Let me suggest a principle which could be used to decide upon what should go into a curriculum. The end of education is preparation for life, and all of life is not to be taken up by the earning of a livelihood. We are not to be prepared to be only makers of wealth. There are two ways of preparation — the direct and indirect. It pays us in the end to make our children intelligent human beings first and then prepare them for special work. The real function of the school teacher is to give indirect preparation for life — to teach how to spend well as to acquire wealth. Viewed in this light co-education from the curriculum side presents no difficulty because the indirect preparation can be given boys and girls together.

"Now, regarding the companionship of young people under the co-education plan. Many young people waste time in a foolish sort of social life while they are studying. They engage in flirtations, and it must be admitted that co education is more or less of a failure in America because of the foolish social existence of the young people at school or at college. In my opinion the young people could be so divided into classes that those who are strong enough to stand alone could still proceed under the co-educational plan. There is a very large class of students who in the right atmosphere could not lose anything by co-education. In England the teachers see to it that the human environment is helping and not hindering the students. During the dangerous age of adolescence it is surely the duty of the teacher to see that the boys and girls help and do not hurt one another. I do not think many American students are worn out by hard work. The kind of society you have in the American colleges is not the kind I would expect to find here. The social life of college men and women ought to be better than that of other people.

"Another objection raised to co-education is that it destroys the bloom of womanliness. In my opinion the bloom of womanliness is more likely to be rubbed off if you plunge the graduate of a girl's school or of a girl's college right out into the society of boys and men with whom they have not been brought up."

Official.

STATE BOARD OF EDUCATION.

H. T. GAGE, *President of the Board* .....Governor, Sacramento.
THOMAS J. KIRK, *Secretary of the Board* .....Superintendent Public Instruction, Sacramento.
BENJAMIN IDE WHEELER.....President University of California, Berkeley.
FLETCHER B. DRESSLAR, Prof. of Theory and Practice of Education, University of Cal., Berkeley.
MORRIS ELMER DAILEY..... ....President State Normal School. San Jose.
E. T. PIERCE.....President State Normal School, Los Angeles.
C. C. VAN LIEW .....President State Normal School, Chico.
SAMUEL T. BLACK ....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco.

REPORT OF THE STATE BOARD OF EDUCATION.

The State Board of Education met in San Francisco on September 14, 1901. All members of the Board, except the Governor, were present.

The following were adopted as the rules of the State Board governing the accrediting of Normal Schools of other states, and the granting of certificates on diplomas thereof by County and City and County Boards of Education in pursuance of (1) (b) Section 1775 of the Political Code.

1. In determining the rank and accrediting of Normal Schools of other States, as provided by (1) (b) of Section 1775 of the Political Code, the State Board of Education will hereafter require that applications for accrediting shall be made in writing by the executive head of the Normal School making such application, and that it shall definitely set forth:

(*a*) The actual requirements for admission to the school;

(*b*) The period of instruction as may be shown in part by a certified copy of the course of study;

(*c*) The character of the work required and the length of time devoted to practice teaching.

2. A graduate of an accredited Normal School shall, in making application to a County or City and County Board of Education for a certificate, be required to present with his Normal School diploma a recommendation from the faculty of such Normal School, specifically stating the qualifications submitted by the student for admission to the Normal School, the number of months of actual attendance at the Normal School, the number of weeks and the number of hours per week spent in actual teaching (not observation).

3. The Secretary of the State Board of Education is hereby directed to send a copy of these rules to the State Superintendents of the different States, that thru them presidents or principals of Normal Schools of other States may have notice of the manner and method adopted in California for the accrediting of Normal Schools.

The Normal Schools mentioned below, being designated as of equal rank with the State Normal Schools of California, and having substantially complied with the foregoing rules, County or City and County Boards of Education of California may grant to graduates holding the highest diplomas from these schools the grammar school certificate of California, without examination.

Colorado State Normal School, Greeley.
Illinois State Normal Schools:
1. Northern State Normal School, Dekalb.
2. Illinois State Normal University, Normal.
3. Eastern Illinois State Normal School, Charleston.
Indiana State Normal School, Terre Haute
Iowa State Normal School, Cedar Falls.
Kansas State Normal School, Emporia.
Massachusetts State Normal Schools:
1. Bridgeport.
2. Framingham.
3. Fitchburg.
4. Lowell.
5. Salem.
6. Westerfield
7. Worc ster.
Michigan State Normal Schools:
1. Ypsilanti.
2. Mt. Pleasant.
3. Marquett.
Minnesota State Normal Schools:
1. Mankato.
2. Moorhead.
3. St. Cloud.
4. Winona.
Missouri State Normal Schools:
1. Kirksville.
2. Warrensburg.
New Jersey State Normal School, Trenton.
New York State Normal Schools:
1 Potsdam.
2. Oswego.
3. Cortland.
4. Jamaica.
5. Newpaltz
6 Oneoota.
7. Albany.
8. Brockport.
9. Geneseo.
10. Fredonia.
11. Buffalo.
Nevada State Normal School (Normal Department Nevada University), Reno.
Rhode Island State Normal School, Providence.
Wisconsin State Normal Schools:
1. West Superior.
2. Oshkosh.

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Action respecting the accrediting of other Normal Schools, and life diplomas and life certificates of other States, was deferred for further consideration and to a future meeting of the State Board.

The followiog named Kindergarten Training Schools were accredited by the State Board of Education and County, and City and County Boards of Education of California are authorized to grant to graduates of such institutions the kindergarten-primary certificate, as provided in (c) (3) Section 1775 of the Political Code:

Golden Gate Kindergarten Association of San Francisco, Cal.
Wylie Training School, Madison, Wisconsin.
Chicago Kindergarten Institute, Chicago, Illinois.

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The following resolutions were adopted in reference to the granting of State diplomas and documents:

WHEREAS, At almost every meeting of this Board there are several applications for diplomas and normal documents that do not comply with the requirements of the Political Code relative to the granting of the same, or with the rules adopted by the Board; therefore, be it

Resolved, That the following information be sent to the various City and County Superintendents and Boards of Education, thruout the State, for their guidance in recommending teachers for State credentials.

Resolved, That the Secretary is hereby directed to return all applications that

do not fully comply with the requirements of the law and rules of the State Board of Education.

(1) Section 1521 of the Political Code requires that applicants for life diplomas must have taught *successfully* for forty-eight months in public schools or in regularly organized private schools of recognized standing.

(2) The certificate accompanying the application must be a valid one, granted under one or more of the provisions of Sections 1771, 1772, 1773, 1774, 1775, and 1791 of the Political Code, in full force and effect, and the applicant must have held the same for at least one year.

(3) If the certificate has been renewed, it must show the date of *renewal* (not the date at which such renewal will expire—the law fixes that). A renewal, being the act of the Board of Education and not of the Superintendent, must be attested by the seal of the Board, just as the original certificate to be valid must he attested by the seal.

(4) All applicaots for high school life diplomas must show a successful experience of twenty months in the California State University, a California State Normal School, or a high school established under the laws of this State.

In all cases of application for life diplomas, according to Section 1521 of the Political Code, there must be shown a *successful* experience of at least twenty one months in the public schools of California.

(5) The two years"successful experience mentioned in subdivision *third* of Section 1503 of the Political Code, is construed by this Board to mean twenty months.

(6) All rules or regulations heretofore adopted in conflict with the foregoing resolutions are hereby repealed.

In pursuance of the provisions of subdivision 12th of Sec. 1670 of the Political Code, relative to text-books to be used in the high schools of California, the Board adopted a list of books, from which high school boards must select books for use in their respective high schools, in the following subjects: Latin, Greek, History, Economics, Physics, Chemistry, Physiology, Physical Geography, Zoology, Geology, Botany, Geometry, Trigonometry, Arithmetic, Algebra, Commercial. A list of books on additional subjects will probably be adopted at the next meeting of the Board. (The list above given is too long to be published herewith, but has been printed in pamphlet form and sent to County and City Superintendents and to the High School Boards of the State.)

Action on applications for the special high school credential, as provided for in 2 (b) section 1521 of the Political Code was deferred until the next meeting of the Board.

The Committee on Grievances reported in the matter of the charges preferred against Mr. Leslie Jones, a teacher of Humboldt County, of unprofessional conduct respecting the use of intoxicating liquors that they did not deem said charges of such gravity or character as to warrant the State Board in taking action thereon, and recommended that such charges be dismissed; and the report was adopted.

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The following-named persons were granted diplomas and documents in accordance with the recommendation of the Committee on Credentials:

Life Diplomas of the Grammar School.

Carolyn E. Atherton, Marin; Stella M. Atwood, Riverside; M. Emilie Bergen, Alameda; Edward Blackman, Tulare; Alice H. Blanchard, Contra Costa; Mitto Blevins, Mendocino; Frank August Bouelle, Los Angeles; Mrs. Frances E. Briones,

Mendocino; Ermina Brown, Riverside; Marguerite Brown, Contra Costa; Sarah E Campbell, San Joaquin; Nellie Carr, Sonoma; Ida E. Carrick, Los Angeles; Samuel Marshal Chaney, Glenn; Mrs. M. L. Chewning, San Diego; Alice E. Cooper, Nevada; Lewis D Copeland, Riverside; Louise K. Curtin, Los Angeles; Stella Endicott, Los Angeles: Alice A. Elvin, San Mateo; Ellen J. Foley, Solano: Mary Wildes Ford, Humboldt; Charles J. Fox Jr., Los Angeles; Elizabeth Hetherington Fox, Trinity; Elizabeth Freese, San Diego; Alberta Gamber, San Diego: Carrie J. Garsey, Mendocino; Charlotte H. Getchell, San Diego; Annie J. Graham, Stanislaus; Mary Blair Grant, Humboldt; Eva Griswold, Los Angeles; E. Blanche Hall, Madera: Irene G. Hall, Tuolumne; Amy Hargrave, Walter Hargrave, Mendocino; Mrs. M. J. Harriman, Madera; M. P. Hubler, San Benito; J. Belle Jacoby, San Diego: Miltona M. Keith, San Diego; Zinie H. Kidder, Santa Cruz; Anita W. Leadbetter, Flora W. Leadbetter, San Joaquin; Aggie E. Lewis, Stanislaus; Emma L. Prather Long, Mendocino; Mrs. S. M. Long, Tuolumne; Mrs. Delta Clotfelter Luce, Tulare; Samuel N. McBride, Tulare; Kate McCarthy, Alice McCollum, Los Angeles; Adele Meyer, San Diego; Elizabeth M. Millard, Los Angeles; Bertha E. Morgan, Helen A. Morrill, Santa Cruz; Mary Margaret Murdock, Los Angeles; Louisa J. Need, Sacramento; Ella M. Nevell, Esther F. Norton, Los Angeles; A. M. Nuckolls, E. M. Nuckolls, Mendocino: May L. Paine, Los Angeles; Joseph Warren D. Patton, Mendocino; O. P. Payne, Tulare; Caroline V. Pease, Los Angeles: Lucy F. Phillips, Trinity; Elizabeth M. Richards, Nevada; Sarah A. Kelsey Reppy, Ventura; Clara E. Rodgers, Marin; Henrietta Rose, San Diego; Frederick W. Stein, Jr., Los Angeles: Alice Stewart, Hannah C. Stewart, Alameda; Julia D. Stoddard, Nevada; Ethel Stone, Lina P. Stone, San Diego: Mrs. M. E. Sturgeon, Tulare; Mabel Collier Sharpstein, San Diego; Nettie S. Siebert, Tuolumne; Kate R. Smith, Nevada; Winnifred A. Liner Smith, Humboldt; Albert F. Snow, San Diego; I. Wayne Snowden, Humboldt; Laura I. Thompson, Los Angeles; Emma M. Tillotson, San Diego; Kate Ennor Tremaine, Nevada; Honoria R. P. Tuomey, Sonoma; J. W. Utter, Mendocino; Maude Watkins, San Diego; Anna A. Webb, Contra Costa; Cecelia Marie Weinheimer, Trinity; Arminta Allison White, Santa Cruz; Mollie Wichmann, Nevada; Zona Williams, Louise Scott Worth, Tulare; John Ellsworth Wylie, Glenn; Effie E. Young, Alameda.

Life Diplomas of the High School.

Gulielma Ruth Crocker, Alameda; T. H. Kirk, Monrovia; Harriet A. Nichols, Los Angeles; Edward B. Oakley, Riverside; Pleasant B. Westerman, Mendocino; G. H. Wilkinson, Sonoma.

New Issue Life Diplomas, Grammar School.

Laura McGlashan, Butte. Original granted September 18, 1892.

Duplicate Life Diploma, Grammar School.

Lily E. Rasmusson. Original granted October 21, 1899.

Documents to Accompany Normal School Diplomas.

Julia Berg, San Jose; M. Ellen Case, L. Grace Clarke, Alice C. Cooper, Los Angeles: Lucy Harris, Chico; Grace S. Hewitt, San Jose; Margaret Holleran, Los Angeles; Bessie Hooke, Elma Hopkins, Lela A. Lenfest, San Jose; Anna Levin, Los Angeles; Eva J. Russell, San Jose; Emily E. Truesdell, San Jose; Mrs. Lily E. Rasmusson (duplicate). Original granted December 24, 1894.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, $1.50 a year. Single copies, 15 cents.

Remit by check, Postoffice order, Wells, Fargo & Co., or by stamps.

ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of $3.00 a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences, and school news, reports of teachers' meetings, etc., urgently solicited.

Address all communications to THE WESTERN JOURNAL OF EDUCATION, 723 Market Street, San Francisco.

HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

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The Official Organ of the Department of Public Instruction of the State of California.

> *"A noble manhood, nobly consecrated to man, never dies."*
>
> *—McKinley on Lincoln.*

THE strong words of McKinley on Lincoln is a fitting tribute of his own life of public service. McKinley fell like one of our giant redwoods. Our recognition of his greatness was not adequate until he was felled by the hand of the destroyer. Joaquin Miller said, when Tennyson died, "Our redwoods drip and drip with rain." But when the man, the President, the husband, the giant tree of our national life was prostrate, his largeness made all things less save his virtues.

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Josiah Royce in the International Monthly for September writes characteristically of the life of Joseph Le Conte: "Professors Joseph and John Le Conte stood, from the first, in the public mind of that community for high scientific and educational ideals. In the end the younger brother, Joseph, proved to be the more productive of the two, both in a literary and a scientific sense, as he always was the more directly impressive personality, and the more many-sided mind. But both of them were extremely winning natures. The native grace of bearing that suggested their French Huguenot ancestry, the Southern courtesy of manner in which their temperaments found expression, the fairly saintly unworldliness and gentleness of soul that, in very different fashion but with almost equal heartiness, showed itself under all sorts of trials, in both of them,—these traits made them, from the first, not only honored, but also warmly beloved in their community. Other professors of the University might have their less respectful nicknames, more ingeniously invented, but the brothers Le Conte were, from the first, to the student community, "John" and "Joe," and the familiar abbreviations were expressions of affection rather than of any lack of reverence.

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Amongst his beloved mountains it was his lot to die. He has left in his ideals and in his life-work a model for an age of specialism and of divided sympathies to reverence and to follow.

Supt. D. W. Nelson of Bakersfield has introduced a new plan in reference to the rotation of teachers. In his report to the trustees he makes the following announcement:

"Three years since, Miss Jameson, then teaching the 8th grade, expressed a desire, as an experiment, to retire to the 6th grade and advance with her class each year, to the point of its graduation. The third year was closed with the end of the late term, and the experiment proving so satisfactory and confirmed so fully her good judgment in the matter, that the question is presented for the serious consideration of the board, whether the rule should not be adopted, of thus regularly rotating the teachers of the three upper grades. It is an undoubted fact, that a teacher thus associated with her class and thoroly acquainted with the strong and weak points of her pupils individually, their mental characteristics and the best method of their development, can do more for their advaucement than can the teacher of the 8th grade who meets her pupils for the first time at the beginning of their last year in school, loses much time in becoming acquainted with their various individualities, and remain in ignorance in a great measure, of the foundation laid by her predecessor.

Besides, it would broaden the mental vision of the teacher, serve to remove her from the narrowing ruts of a limited routine, and knit a bond of sympathy between her and her pupils scarcely inferior to that between parent and child.

In the instance in question, the class of 32 passed successfully the examination for admission to the high school, with but a single exception — a pupil who for reasons best known to herself, had been advised by her teacher not to take the examination.

Such a rule would presuppose, of course, a uniformity of qualification in those teachers, and the probability of their reasonable permanency in the corps."

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Nicholas Murray Butler's vituperative remarks on President Baker for his "rambling, irrevalent and very unseemly attack" at the Detroit N. E. A. meeting in the September issue of the *Educational Review*, is in the nature of a lesson. The mental discipline gained by the editorial is, "Toady to the men who have the largest position or sit down in the rear of the hall and be silent." The Butlerian editorials against Dr. G. Stanley Hall and others are harmless so long as they are considered the record of personal opinion, but if they are considered as the trend of educational thought, then they poison the educational mind. Professor Butler is a vigorous writer. There is a frankness and an independence and a charming personality about his work that is commendable until he strikes the attitude, "I am writing the consensus of opinion of the whole nation," then it is well to pause and consider that the editorial "we" of the *Review* means Nicholas Murray Butler, "I."

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President Richard D. Faulkner of the California Teachers' Association, has secured as the star attraction for the December meeting, E. Benjamin

Andrews, President of the University of Nebraska. President Andrews has served as President of Brown University, as City Superintendent of Schools of Chicago, Ill., and has attained national prominence as John the Baptist crying in the wilderness for educational reform. He was the forerunner of the Roosveltian, Butlerian, Burkian idea of freedom and independence in the administration of educational affairs.

There will be several other eastern educational lamps at Pacific Grove, notably C. C. Rounds, Livingston C. Lord, and Professor O'Shea.

University of California.

Announcement of University Extension Study Courses for 1901.

In order to widen the sphere of the University Extension work, and to increase its effectiveness ; and in order better to meet the needs of the many who find it impossible to become regular students at the University and are yet desirious of pursuing under competent direction courses of reading and private study similar in character to those offered at the University, — it is proposed to organize Extension Study Courses in any community in California that shall make application in accordance with the provisions of the following announcement:

I.

COURSES.—The courses, so far as circumstances permit, will be similar in character to the regular college courses.

Single Term Courses are courses completed in a single college term.

Double Term Courses are courses completed in the college year.

II.

CONDITIONS.— Any one of the courses offered in this announcement will be organized in any community in California provided:

(1) That not less than twenty-five persons enroll themselves as members in the said course;

(2) That the said course has not previously been bespoken at other centers for the same term.*

MEMBERSHIP.—Any one interested in the subject of a course and willing to do the reading connected therewith is eligible to membership in that course.

The members are of two classes: corporate members and readers. Students desiring to enroll themselves as corporate members shall be required to satisfy the conductor of the course they propose to take, by means of written testimonials, or examinations, or both, that they are properly qualified to pursue the work in that course. They shall be required to take an examination at the end of the course ; upon passing they shall be entitled to receive

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* NOTE.— Under ordinary circumstances it will be impossible for an instructor to conduct more than two Extension classes in the same term. Those first applying for a given course will first be provided for.

a certificate of record* therefor. All other members shall be classed as readers.

IV.

NATURE OF THE WORK.— The instructor in charge of a course will visit the community where it is given three times for a single term course, and six times for a double term course, remaining upon each visit a day, or longer if the number of students makes a longer stay necessary. Upon the first visit he will call the class together, and in an introductory lecture explain the nature of the course. He will then meet the members of the class individually, for consultation with regard to the reading and work especially adapted to their needs.

Upon his intermediate visit (or visits) he will meet the members of the class individually for consultation, in the forenoon and afternoon. In the evening he will meet the class collectively, lecture to them, and discuss with them the problems incidental to their work.

Upon his final visit he will again meet the class for consultation; will lecture to them, and in addition will conduct the examination of corporate members.

To each member will be furnished at a nominal price printed syllabi and bibliographies containing the information necessary to guide him in his work.

Written reports and theses may be called for from time to time from the corporate members.

FEES.—Each member will be charged a fee of five dollars for each single term course.

A few of the courses announced are as follows:

PHILOSOPHY.—Professor George H. Howison.

History of Philosophy in Outline, first term.

Ethics: Outline of Ethical Theory, second term.

Associate Professor Stratton.

Psychology: Introductory Courses, first term.

Associate Professor Bakewell.

History of Philosophy in Outline, second term.

Introduction to the Problems of Ethics, first term.

Dr. W. P. Montague.

Metaphysics. Introductory Course, either term.

Logic. Introductory Study, either term.

Dr. E. C. Moore.

Psychology. General Psychology, second term.

HISTORY AND POLITICAL SCIENCE.—Professor Thomas R. Bacon.

The Government of the United States, either term.

The French Revolution, either term.

Assistant Professor K. C. Babcock.

The Period of the American Revolution, either term.

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*NOTE.—At the discretion of the Faculty, credit toward the University degrees will be given upon a certificate of record, if the holder is, or at any time becomes, a student in regular attendance at one of the academic colleges of the University at Berkeley.

The History of the United States from 1850 to 1875, either term.

Assistant Professor T. W. Page.

Practical Economics, single or double term.

History of American Industrial Development, single or double term.

Dr. W. S. Ferguson.

The History of Greek Civilization, single or double term.

The Transition from the Roman Republic to the Roman Empire, single or double term.

Dr. C. B. Wakeman.

The History of England, either term.

Territorial Expansion in the United States, either term.

Mr. Lincoln Hutchinson.

The Foundations of Western Civilization, either term.

The Commercial and Industrial Supremacy of England, either term.

ORIENTAL STUDIES. Professor John Fryer.

The Philosophies and Religions of China, either term.

The Philosophies and Religions of Japan, either term.

The Commerce of China and Japan, either term.

The Classical Literature of China, (from English translations) either term.

Art Association of the University of California.

The object of the Art Association is to realize a higher culture among the students of the University of California by contact and familiarity with the classical and ideal in painting, sculpture, music, and poetry.

The status of membership is active and associate. The active members are registered women students of the University. A Board of Directors chosen from these carries on the work of the organization, which consists of providing four entertainments each semester. The associate members are those interested in the advancement of art. The associate members are subject to the payment of dues, which are $1.50 a year. The payment of these dues is the only burden imposed upon the associate members. In return each receives a ticket for every entertainment during one year, the total expense of which would be four dollars by single admission. Beside this material advantage associate members have the satisfaction of knowing that they are assisting in a most worthy object — that of bringing to the students the refining influence of music, literature, and art.

The Board of Directors are as follows:

Miss Eva Powell, President, 921 Myrtle Street, Oakland.

Miss Mary F. Jewett, Recording Secretary, 2511 Benvenue Avenue, Berkeley.

Miss Carroll Day,

Miss Lucile Gaves,

Miss Mary Kittridge,

Miss Helen Winchester.

Miss Abby Waterman, Corresponding Secretary, 2511 Channing Way, Berkeley.

Miss Edna Wilde, Trearurer, 2420 College Avenue, Berkeley.

Miss Elizabeth Adams,

Miss Eliza McKinne,

Miss Mary Ratcliff,

Miss Inez Shippee,

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, president; Mrs. M. M. FitzGerald, secretary.

Northern California Teachers' Association, Chico, October 31, November 1-2. G. H. Stokes, president.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19-20. Lewis B Avery, president.

COUNTY INSTITUTES.

Plumas County, Supt. W. P. Donnelly; Quincy, October 8, 9, 10, and 11.

Shasta County. Supt. Margaret I. Poore; Redding October 28-30.

Glenn County, Supt. F. M. Reager; Willows, October 28-30.

Tehama County, Supt. Lena Nangle; Red Bluff, October 28-30.

Stanislaus County, Supt. J. Wagener; Modesto November 4-6.

Los Angeles County, Supt. J. H. Strine; December 16, 17, 18.

Santa Barbara County, Supt. W. S. Edwards; December 16, 17, 18.

Orange County, Supt. Greely; December 16. 17, 18.

San Diego County, Supt. Baldwin; December 16, 17, 18.

San Benito County, Supt. Garner; October 22—24.

Lake County, Supt, Haycock; October 22-24.

Kings County, Supt. Graham; December 16, 17, 18.

Yolo County, Supt. Peart; October 28, 29, 30.

Colusa County, Supt. Loughenour; October 28, 29, 30.

Sacramento County. Supt. B. F. Howard; November 25, 26, 27.

Butte County, Supt. R. H. Dunn; October 28, 29, 30.

San Joaquin County, Supt. E. B. Wright; November 25, 26, 27.

Notes.

From every city in the western states comes the report of largely increased enrollment of pupils over previous years.

The beautiful new school building at St. Helena will be finished in time for Superintendent Imrie to use for his institute.

There is to be erected in Stockton a new high school building. Under the direction of Superintendent Barr, it will undoubtedly eclipse anything in the state.

Prof. Edward S. Meany of the University of Washington offers three prizes of $50, $30 and $20 for the best essays on the life of General Isaac I. Stevens.

R. E. Friars of Everett, Washington, ex-county superintendent and member of State Board of Education, has been elected to a position in the Everett high school.

President Parker of the University of Arizona has been removed by the board of regents. In view of the fact that President Parker had recently been re-elected for a term of four years a contest will occur.

Founder's Day was observed at the California School of Mechanical Arts, Friday, September 20, 1901. The students and officers of the school participated in the morning exercises. From 1 to 4:30 P. M. the school was open to the inspection of the general public.

The report published in the daily papers that there were sixty weddings at Honolulu due to the effect of moonlight nights on the steamer Thomas, is a base fabrication. There were only two weddings — one in a balloon, the other in a church.

The Supreme Court has rendered a decision, reversing the judgement of Judge Budd of the San Joaquin Superior Court, in the case of the Stockton School District versus E. B. Wright as County Superintendent of Schools. The decision sets at rest a question over which there has been much dispute, namely, whether the public school money could be legally apportioned for the average daily attendance in ninth grades and High Schools. The Supreme Court says that the money cannot be so paid. It is an important victory for County Superintendent Wright and a question which is of great interest in educational affairs in general. The matter has been in the courts over three years District Attorney Ashley has ably represented Mr. Wright in the case.

There is a scarcity of teachers in Idaho.

There is reported a great scarcity of teachers in Minnesota.

F. H. Plumb, of North Yakina Schools, Wash., has been called East by the death of his wife.

Superintendent Jas. A. Foshay of Los Angeles and Superintendent Greeley were in San Francisco the week of October 5th, attending Masonic meetings.

The citizens, teachers and officers are making preparations for an excellent meeting of the California Northern Teachers' Association at Chico, Oct. 30, Nov. 1, 2.

Arizona now has a compulsory school law which requires that all children between the ages of eight and fourteen years, shall be compelled to attend school at least six weeks in each year.

Charles E. Schwartz, a graduate of Stanford, son-in-law of John Swett, has been elected successor to A. H. Suzzallo, of the Longfellow School, Alameda. Mr. Suzzallo will study at Columbia University next year.

Superintendent B. F. Howard and wife of Sacramento have returned from a tour of two months in the east. They visited the musical centers as well as New York, Buffalo and other points of interest. Superintendent Howard is back at the old stand at the Court House greatly improved in health.

President Pierce, of the Los Angeles Normal, has invited Superintendent Hyatt to address the classes of the Normal on the practical side of teaching in the rural schools. The movement that President Pierce has inaugurated to bring the Normal in closer touch with the rural schools is most excellent.

Vice-Principal S. P. Meads of the Oakland High School has resigned owing to the fact that the Board of Education a short time ago materially reduced his salary, under the pretext of economy. For twenty-three years he has been at the head of the scientific department o the school. His salary was reduced from $2,100 per year to $1,650. Professors Koch and Beidenbach both left the department because of the reduced salaries.

The San Francisco Board of Education has elected the following teachers to the eligible list: Elizabeth B. Moore, Cecilia M. Gilchrist, Dorothy Vogelsang, Clare E. Rodgers, May E. A. Gray, Kathryn H. Daly, Mollie McLaren, Lois Angeline Peckham, Annie Whitley, Agnes McDonald, Kernan Robson, Anna Dwyer, Ellen C. Gaines, Ethel Washington, Ida L. Downing, Clinton E. Miller, Annie Harrower, Adelaide M. Cobb, Emma L. Noonan, Edith S. Humphrey, Elvina Berard, Marie F. d'Or, Maude Schendel, Helen M. Hogan, Margaret A. Noon, May T. Gaffney, Anna G. Brittain.

Three of the above are graduates of the State Normal School, San Francisco. Three are graduates of the Normal during the regime of Miss Fowler and Mrs. Fitzgerald. Three are from Fresno County, one from Butte, one from Santa Clara, one from Tulare, one from San Joaquin, etc.

The pupils of the Grant School, San Francisco, have been corresponding with similar schools in Kentucky. The difference in the writing, the composition, the neatness and illustrations of the papers is very remarkable. Leslie A. Jordan, the deputy superintendent of schools of San Francisco, has taken great interest in the correspondence, not only on account of the fact that it shows the superiority of the work done by the pupils of the Grant School, but because in such a correspondence there is created a keen interest on the part of the pupils for more adequate knowledge.

Mrs. Phœbe A. Hearst announced that she had offered to the university a department of anthropology, and to maintain it at a cost of about $50,000 a year. The offer was accepted and in accordance with her suggestion the following Advisory Committee was selected: President of the University of California; F. W. Putnam, curator of Peabody Museum, Harvard; Zella Nuttalb, honorary assistant in Mexican archælogy, Peabody Museum; Alice C. Fletcher, assistant in ethnology, Peabody Museum; Frank Boas, professor of anthropology, Columbia University; J. C. Merriam, assistant professor of paleontology, University of California.

Announcement was also made that Mrs. Hearst has given $2,000 for a geological and paleontological research of the gravel formations of California, with reference to a determination, if possible, of the geological time when man first appeared. Professor J. C. Merriman will have charge of this work.

The "Atlantic Monthly" for October contains a most touching tribute to McKinley. It has many other able and high class articles.

Southern California Teachers' Association.

The annual meeting of this association will be held December 18, 19 and 20 of this year in Los Angeles. The prospects are for the largest gathering in the history of the organization.

The teachers' institutes held in the various county seats will close their sessions Wednesday afternoon, December 18, and teachers will go to Los Angeles to be present at the opening of the S. C. T. Association Wednesday evening. A rate of one fare for the round trip has been obtained — the best concession the railroads have ever allowed the association. A very large attendance will surely result. Five of the seven southern counties have agreed to unite in this meeting, and the others will probably join. With the co-operation of the State Association, E. Benjamin Andrews of the University of New York has been obtained for this meeting and Dr. Jordan and Dr. Wheeler of the California universities have consented to be present. It is expected that Dr. Livingston C. Lord, President of the Eastern State Normal School of Illinois, will attend. He will take part in the institute work of some of the counties. Programs for the meeting are about to be arranged. Following are the officers of the association: L. B. Avery, Redlands, president; Edward Hyatt, Riverside, first vice-president; Ednah A. Rich, Santa Barbara, second vice-president; F. W. Guthrie, Redondo, recording secretary; F. A. Bouelle, Los Angeles, financial secretary; C. A. Kunou, Los Angeles, transportation secretary; E. P. Rowell, Los Angeles, treasurer.

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Teaching in the Philippines.

San Fernando, Pampanga, P. I.,
August 18, 1901.

Mr. Harr Wagner, 723 Market St., San Francisco.

My Dear Mr. Wagner:—Manila is all right; however I am at San Fernando, Pampanga, a town of perhaps twenty thousand inhabitants. It is on the railroad about forty miles north of Manila. It is said to be the finest town in the provinces and I believe that it is true. My work is very easy. The school hours are from seven-thirty to ten in the forenoon, and from two-thirty to four-thirty in the afternoon. As far as the climate is concerned I have not found it unpleasant, quite the reverse. After living so many years in a dry country I really enjoy the heavy rainfall. I have not entirely recovered from the sickness I had in San Francisco, but am much better. I think this change is exactly what I needed and that the climate will agree with me.

I am living with Mr. and Mrs. Brink in one of the finest Filipino houses the country affords. There are six in the family besides the six servants — the postmaster, Mr. Brink's secretary, another teacher and myself. We have a good sized orchard in which grows nearly every variety of tropical fruit. The river, heavily wooded on both sides, flows in front of the house. The "bancas," or long, narrow boats, going up and down, make a beautiful picture. My school house is near, so I can walk even in the worst weather.

General Funston's headquarters are here. He entertains frequently and is very nice to the people in general.

Many wealthy natives are here also, and as they open their homes to us I get a great deal of amusement and pleasure out of them.

J. Annabel Reed.

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Teachers' Institutes.

Dan H. White held a most interesting session of his annual institute at Vallejo this year, Sept. 24, 25, 26. L. Dupont Syle, Job Wood Jr., T. H. Kirk, Professor H. M. Bland and Rev. Dr. C. R. Brown were among his instructors. The people of Vallejo entertained the teachers delightfully and Dan White entertained everybody. The institute was a success, and the ability with which it was conducted reflects credit on Superintendent White.

Superintendent J. B. Brown held his institute at Eureka, Sept. 16, 17, 18. The instructors were Professor T. L. Heaton, Miss Jennie Long and Mr. Lemon, the tree expert. Miss Long's "Common Sense in Reading" was greatly appreciated by the teachers. Professor Heaton gave practical work along the teachers' experience in primary and grammar schools. Superintendent Brown conducted the institute in a business like way. The most notable event of the institute was the strong rendition of a chapter from the Bible by Miss Long.

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"Who is that whistling?" asked the teacher, looking over the assemblage of juveniles.

"Me," promptly replied a new pupil. "Didn't you know I could whistle?" — Chicago News.

BOOK REVIEWS.

Publications.

We have received from Lewis B. Avery a copy of the Course of Study of the Redlands High School. It has many unique features.

A most attractive catalog of the Los Angeles Military Academy has been recieved. This excellent school is now conducted by Walter J. Baily, formerly Superintendent of Schools of San Diego County.

The Review of Reviews for October contains a most excellent account of Mr. McKinley, also of Theodore Roosevelt.

The National Magazine of Boston held a voting contest recently on the foremost living American authors. Three Californians are near the head of the list: Joaquin Miller, Edwin Markham and Jack London. The letter of Bertrand Waterman, champion of Joaquin Miller, drew the first prize. Here it is:

"Joaquin Miller is foremost among American men of letters now living. His work, it may be conceded, is done; he will probably not produce anything hereafter of the rank of his great epic, 'Sapho and Phaon.' Yet he is spared to us in person, and long may he be spared! I place the 'Poet of the Sierras' first because he has, alone among American literary men, given adequate poetic expression to the majesty and beauty and romance of the far West's deserts and rivers, its mighty mountains and forests, and to the Pacific ocean. He has been better known in the East and in Europe for his less meritorious early pieces than for the later and immeasurably greater productions. Altho other living American authors of the first class have reached very much larger audiencies during their lifetime, there is in my mind no doubt that Mr. Miller's fame will expand after his death for hundreds of years, until he shall come to his rightful place as the one American, Walt Whitman alone excepted, who has created great Homeric poems out of material characteristically American. I do not forget, In this connection, the claims made for Henry W. Longfellow as an epic poet, on the strength of 'Hiawatha' and 'Evangeline.' Far greater than these, in power, beauty and the free spirit that is the essence of all really great poetry, are Miller's 'Song of the Sunset Seas,' his 'Rhyme of the Amazon,' and his 'Sapho and Phaon,' the last named a magnificent epic of the Pacific."

Silas G. Pratt has written a most interesting book. It is entitled "Lincoln in Story," and is published by D. Appleton & Co. Price, 75 cts.

Literary Notes.

The Story of a Child. Translated from the French of Pierre Lotti. By Caroline F. Smith, with an introduction by Edward Howard Griggs. C. C. Birchard & Company, 221 Columbus Avenue, Boston, Mass.

Edward Howard Griggs in the introduction writes as follows: "It is peculiarly necessary that teachers harassed with the routine of their work, and parents distracted with the multitude of details of daily existence, should have such windows opened thru which they may look across the green meadows and into the sunlit gardens of childhood. The result is not theories of child life, but appreciation of children.

"It is fortunate that the translator has caught the subtle charm of Lotti's style, so difficult to render in another speech, in an amazing degree. This is peculiarly necessary here, for accuracy of translation means giving the delicate changes of color and elusive chords of music that voice the moods and impressions of which the book is made." Handsomely bound in cloth, and well printed on excellent paper. $1.25.

Ward's Letter Writing and Business Forms — Vertical Edition. Numbers I and II, ten cents each. Numbers III and IV, 15 cents each. American Book Company.

This series presents social and business letters and forms of all kinds, in the vertical style of penmanship, with very complete directions and definitions to aid the pupil in reproducing similar forms without copy. He learns to do by doing, guided by directions at the head of the page, aud assisted by his own powers of observation. The books seem to cover very completely the subjects treated, and to be admirably adapted for successful teaching in elementary schools.

Translations
Literal, 50c. Interlinear, $1.50. 147 vols.

Dictionaries
German, French, Italian, Spanish, Latin, Greek, $2.00, and $1.00.

Completely Parsed Caesar,
Book I. Has on *each* page, *interlinear* translation, *literal* translation, and *every* word *completely* parsed. $1.50.

Completely Scanned and Parsed Aeneid, Book I. $1.50. *Ready August*, 1900.

HINDS & NOBLE, Publishers,
4-5-6-12-13-14 Cooper Institute, N.Y. City.
Schoolbooks of all publishers at one store.

In the artroom of the manual training building September 18th at Santa Barbara the Educational Association of this city held its first meeting of the school year. Miss Ednah A. Rich, the superintendent of the manual training school, was elected president and Mrs. Lulu F. Mitchell, supervisor of the kindergartens, vice-president. Miss Maude Robinson was chosen secretary, while Prof. W. A. Stafford will have charge of the finances. It has not yet been decided just what direction the work of improvement will be in this year, but it will probably be something in connection with the new High School. It was thru the work of this association that pictures and casts for the schools were bought last year.

The San Bernardino *Index* publishes the following in reference to Superintendent McPherron, the successor of Lulu Clair Bahr: Our new County Superintendent of Public Schools, Professor Asbury Sullens McPherron, is a resident of Redlands, and a native of Tennessee, where he was born fifty-seven years ago. The most of his life has been spent in Iowa, whither he came in his childhood There the greater part of his life work has been done, thence he went to get his education, and there he buckled on the armor of the Union to fight in his country's battles when civil war broke out. He enlisted at the outbreak of the war in the Fifteenth Iowa Infantry, served thru the most of the war, and has the honor of wearing on his lapel the badge of the Grand Army of the Republic He went to Ohio for a college training, graduating at the famous Oberlin. He was afterwards principal, for two years, of one of the high schools of Akron, Ohio, a town that stands so high in the high school system of that State as to have "set the pace" for it and be the parent of rather than a subjective part of the system. In Iowa he was for some years principal of the normal department of Tabor college. He has had over 25 years' experience as a teacher in college and public schools — chiefly the latter. From Iowa he came to California sixteen years ago, settling first in Los Angeles, where he was for three years a teacher in the public schools of that city. For the past thirteen years he has been a resident of Redlands. The most of the time he has been teaching in that city and at Highland, the last three years in connection with the Redlands High School, and for two years was the presiding officer of its High School Board. He has long taken a prominent part in the county institutes of this county, and for many years has been fully identified with all its educational interests Monday being a legal holiday Professor McPherron only took formal possession of his office yesterday, and speaks in the highest terms of the admirable condition in which he found things left by his predecessor, Miss Bahr, as well as of the grace with which that lady has inducted him into the duties of his office. Altogether, Professor McPherron brings to his office a ripe experience, a high degree of ability and a manly public spirit that promise volumes for its successful administration.

P. W. Smith, Superintendent of Placer County, has issued the following: I am glad to state that during the past year, with few exceptions, the schools of the county have been prosperous and progressive. The finances of the districts were never in better condition. All the districts of the county except three were able to pay all their current expenses without drawing on the apportionment made July 12, 1901. Never before in the history of the county has so great an interest been shown in the affairs of the schools and the subject of education in general. Many of the school buildings and grounds have been improved and adorned. During the year a County High School has been established and will open for the admission of students in the Sierra Normal College Building, Auburn, on August 26, 1901, under the most favorable conditions. An up-to date course of study has been adopted, and a corps of able instructors has been employed. The classrooms have been renovated, new furniture has been purchased, and a laboratory has been constructed and equipped with new physical and chemical apparatus. Tuition is free, and all who are qualified are welcome to enter.

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DEAFNESS CANNOT BE CURED

by local applications as they cannot reach the diseased portion of the ear There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eusrachian Tube. When this is inflated you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and unless the inflamation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give One Hundred Dollars for any case of Deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars, free.

F. J. CHENEY & CO., Toledo, O.

Sold by druggists, 75c.

Hall's Family Pills are the best

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A. W. Atherton, head of the Commercial Department of the Berkeley High School, has resigned.

THE WESTERN JOURNAL OF EDUCATION

November, 1901

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The Religious Element in Education.

BY EMMA YOUNGLOVE.

Not far from Edinburgh rises a mountain at whose foot was reared a Scotch lad. He grew to manhood and passed on to middle life without ever leaving the hamlet where he was born. At length a friend persuaded him to climb the mountain which rose behind his cottage. When he reached the summit and turning beheld the view stretched out before him, he exclaimed, "Auch, mon, what a big warld it is!"

Many times as I have been studying our theme, the thought has occurred to me, "What a big world it is!"

RELIGION AS A FACTOR IN CIVILIZATION.

For the last two thousand years the central fact of the history of the Western world is Christianity.

Charles Martel struck the blow that drove back Mohammedanism, which impinged against Christianity. And the battle of Tours is one of the great battles of the world. Christianity, not Islamism, is the religion of Europe and America.

Thruout the "dark ages" the little learning which was preserved, was nursed in the retirement of the cloister. Here were kept the precious manuscripts which have handed down to us the literature of Greece and Rome. Had the church, with its priests and monks, its abbeys and convents, been blotted out fifteen hundred years ago, we should have little left to tell us of the civilization and culture of the ancients. Without this foundation our own civilization would have been of slow growth and would lack many of its richest elements.

The crusades are brilliant and fantastic expressions of the religious enthusiasm which inspired them, and they gathered about them all the romance of the age of chivalry. Moreover they left a permanent impression upon Europe in the acquaintance they gave with the best elements of the life and education of the East. They had their share, too, in increasing the wealth and importance of the burgher class.

Gradually the temporal power of the church was augmented until at length the Pope dominated all nations in relation of state, both internal and foreign.

Then came the Reformation, with its discussions, its stimulus to free thought and free speech, its profound influence upon the life and character of one-half of the Christian world.

It was followed by religious wars which shook Europe for a century.

So greatly and so variously has the Christian religion affected the history of Europe in the past.

How great a part in the settlement of our own loved land was taken by profoundly religious men, is a thought familiar to every school boy. How deeply and permanently the motives and circumstances of that early settlement have affected the character and history of the country, are problems which can be but partially solved by the greatest scholar.

Among the leading facts of the past century are missionary efforts and their results. It is everywhere acknowledged that in the recent strange political complications with China the labors of the missionaries made an important factor as cause, and also an element which must not be ignored in the arrangement of terms. These things are matters of current history freely discussed by newspapers and magazines.

When we turn from history to institutional life. we find Christianity a factor no less potent.

Nature is cruel; by her law the weak is ever sacrificed to the strong, and many must perish that one may live. So it has been in human society—the rich has crushed the poor, the powerful has enslaved the helpless. In the world of human life it still often seems true that if one man succeeds it implies the failure of someone else. For example, it is difficult to see in such a relation of demand and supply as exists in the anthracite coal regions in our own country, how it can be otherwise than that the success of the mine owner implies the crushing of the mine worker.

But the law of Christ's kingdom is, "We then that are strong ought to bear the infirmities of the weak, and not to please ourselves."

Slowly this idea has permeated thought and borne fruit in life.

It has brought about the elevation of woman to a position of honor and influence and has opened to her avenues of self-improvement and usefulness.

Even within the last twenty years it has caused the devastating African slave trade to disappear.

It has done much to educate and elevate the black race after the shackles have fallen from his limbs. Booker T. Washington, the greatest living representative of that race, in his unique and fascinating autobiography, "Up From Slavery," says: "If no other consideration had convinced me of the value of Christian life, the Christlike work which the church of all denominations in America has done during the last thirty-five years for the elevation of the black man would have made me a Christian."

It is the Christ spirit in our civilization which has taught the blind to see, the deaf to hear, the dumb to speak; which has cared for the insane in homes where they have social joys; which has trained the feeble-minded and epileptic to such ideas of order and obedience as render life in normal conditions tolerable. It furnishes homes to orphan and worse than orphan children, to the aged and infirm. It treats the inebriate in hospitals and soothes those hopelessly suffering from incurable diseases. It leagues men to prevent cruelty to animals; it protects women and children by factory legislation.

It is doing much for the criminal and degraded classes. There is a growing conception of prison reform, an effort to make punishment helpful to the criminal, to render him of value to himself and to the community. In pursuance of the social settlement plan men and women have left pleasant and often wealthy homes to live among the poor, the ignorant, the degraded, that they may set before them an example of a cleaner, more wholesome, higher life than they have known, and that by the warm human touch they may lead them upward.

Christianity has lessened the frequency of wars, has brought about arbitration, originated the Hague Conference, with its permanent court of arbitration. It has lessened the cruelty of wars; its spirit breathes in the Red Cross Society, with its equal care of friend and foe.

It is struggling with the problems of industrial competition, and men are asking not chiefly, "How may the wretched be relieved?" but "How can the con-

ditions of business and trade be so modified that there may be no poor and wretched?" Meanwhile great fortunes are being freely given that universities and libraries may be open to all.

The joys of social life are fed from religious springs. Easter, filled with the gladness of springtime, is the great festival of the church. Our own national Thanksgiving day commemorates the bounty of the autumn and calls together families and friends in gratitude to God for personal and for national blessings. And Christmas, while it yearly renews thoughts of the Christ Child, everywhere brings fresh joy to all childlike hearts.

The literature of Christendom is filled with Christian problems and ideals, and is replete with Scripture allusions and paraphrases. To his religious conceptions Dante owes the gloomy sublimity of his pictures.

The life of the times which Chaucer so cheerfully depicts would be strangely incomplete without prioress and nun, monk and friar. Milton and Goethe and Heine and Wordsworth and Browning all have drawn copiously from the same great Book, and prose is scarcely less a debtor than verse.

One of the most magnificent forms of architecture owes its existence to the Christian religion. The spires and pinnacles of Gothic chapels, abbeys, cathedrals give expression to the Christian's aspiration. How the traveler welcomes the sight of the parish churches, in which England is so rich; the ruins of Melrose Abbey under the light of the full moon as Sir Walter Scott has pictured it; Westminster Abbey, to whose architectural attractions is added such wealth of historical and literary associations. The Rhine would lose much of its picturesqueness if it did not look up to these Gothic structures of which the spires of Strasburg and Cologne are the most magnificent. Paris, with her many attractions, would lament the loss of her remarkable church of Notre Dame, and Milan would be shorn of her greatest glory if her cathedral were no longer even a memory.

Modern sculpture had its origin in the purpose to adorn the churches. The cathedrals of Florence and St. Peter's, Cologne and Strasburg, show panel and altar, choir and baptistery with the noblest work in relief and statue which the modern world has produced.

Italy is the cradle of modern painting. This art took its rise in religious sentiment. It chose religious subjects for its themes and had for its object the the adornment of Christian churches. All the common people, ignorant of reading, were educated in art. Then when the Renaissance came with its intellectual awakening, there blossomed the greatest age of the pictorial art. Much of the religious spirit fled; art was loved for her own sake. But religious subjects still remained the favorites, and the light of Correggio is shed about the sweetness of cherub faces; the beauty and grace of Raphael has depicted the Madonna again and again; the sublime strength of Michael Angelo was devoted to the representation of Biblical scenes.

Music, the most sensuous of the arts, is great also in extent and range and power on its devotional side. How much would be lost if organ and voice were never again attuned to praise! What tenderness in hymn! What beauty and dignity in sacred song! What solemn exaltation in anthem! What stateliness is added to worship by Te Deum and Mass and Recessional! To what height does music rise in the sacred oratorios, the melodious "Creation" of Haydn, the dramatic "Elijah" of Mendelssohn, the sublime "Messiah" of Handel!

It is sometimes said that science is materialistic. When Kepler discovered the laws of the movement of the planets he reverently bowed his head and said: "I thank thee, O God, that I am permitted to think thy thoughts after thee." And to many another scientist it has seemed that "the eye of man looked forth

upon the boundless mystery [of the universe] and saw the shadow of the presence of the infinite God."

Speaking of the conversions which occurred during the year 1900 in the colleges and universities of the United States, John R. Mott, General Secretary of the World's Student Christian Federation, says: "It is significant that a larger number of the converts have come from the students of science than from any other class of students." I quote from Spalding: "Science is not material. It is the product of intellect and will; and the great founders of modern science, Copernicus, Kepler, Bacon, Descartes, Galileo, Newton, Leibnitz, Ampere, Liebig, Fresnel, Faraday, and Mayer were Christians. 'However paradoxical it may sound,' says Du Bois-Reymond, 'modern science owes its origin to Christianity.' "

ITS PLACE IN EDUCATION.

Into a world whose civilization is a Christian civilization, then, comes the baby born among us. How shall we educate him?

Nicholas Murray Butler "separates civilization into man's science, his literature, his art, his institutional life, and his religious beliefs," and continues, "Education must include knowledge of each of the five elements named, as well as insight into them all and sympathy with them all." And again: "The child is entitled to his scientific inheritance, to his literary inheritance, to his æsthetic inheritance, to his institutional inheritance, and to his religious inheritance. Without them he cannot become a truly educated or cultured man."

Spalding says: ' The ideal of culture embraces the whole man, physical, moral, religious, and intellectual, and the loss of health or morality or faith cannot but impede the harmonious development of the mind itself."

Nay, more. The religious faculty is not only one of the powers of the soul; it is the highest of them all. Because there is an affinity in man's spirit with the Spirit of the Infinite Maker and Ruler of the universe, the human soul can become a sharer in the Divine life. The child needs religious training, then, that he may be symmetrically developed, and especially that his highest powers may not become atrophied.

In the mind of the child religiously trained, religious images begin to form early. The idea of God is probably at first always grossly anthropomorphic.

Those who have ever read John Fiske's portrayal of his childhood conception of God will not easily forget it:

"I remember distinctly the conception I had formed when five years of age. I imagined a narrow office just over the zenith, with a tall standing desk running lengthwise, upon which lay several open ledgers bound in coarse leather. There was no roof over this office, and the walls rose scarcely five feet from the floor, so that a person standing at the desk could look out upon the whole world. There were two persons at the desk, and one of them—a tall, slender man, of aquiline features, wearing spectacles, with a pen in his hand and another behind his ear—was God. The other, whose appearance I do not distinctly recall, was an attendant angel. Both were diligently watching the deeds of men and recording them in the ledgers. To my infant mind this picture was not grotesque, but ineffably solemn, and the fact that all my words and acts were thus written down, to confront me at the day of judgment, seemed naturally a matter of grave concern."

Less gifted minds than John Fiske may retain these crude conceptions a few years longer, and tho they may more readily forget them in later years, they are not likely to form more spiritual conceptions in early childhood.

So painful to mature minds are these pictures, so much like caricatures do they seem, that some have said, "It is better not to try to teach religion until the child is old enough to understand it. Let us teach morals with care by precept,

and especially by example. Let us defer the instruction in religion until the child will not form grotesque images which need to be corrected."

But these partial and inaccurate pictures are characteristic of the manner in which the child mind works. Tiny Mildred amused her mother thruout the five-mile street-car ride from Oakland to Berkeley in the early dusk of a winter afternoon, by trying to blow out the moon as she was accustomed to have the privilege of doing by the match with which the gas was lighted. Little Grace White, the daughter of a college professor, exclaimed when she first saw cat-tails, "O, papa, see the Bologna sausages growing on bushes!" To the child these conceptions of the physical world or of its Creator are natural and proper. As Mr. Fiske says: "To my infant mind this picture was not grotesque, but ineffably solemn."

It was with a profound knowledge of child nature that the founder of the kindergarten said, "The school should first of all teach the religion of Christ; it should first of all, and above all, give instruction in the Christian religion; everywhere, and in all zones, the school should instruct for and in this religion."

THE EFFECTS OF THE LAICIZATION OF THE SCHOOL.

When we consider the immense importance of education, both for this life and for its continuation hereafter, it does not seem strange that the early Christians entrusted the education of children and youth wholly to the Church. In the hands of the clergy and monks its dominant idea was what George Eliot called "otherworldliness," the preparation for the life to come. Religious exercises were prominent, and all else was valued in its relation to the church service. The purpose was chiefly to make of the boy a priest. The course of study embraced only formal studies—Latin, grammar, logic, and rhetoric, with arithmetic, geometry, astronomy, and music. So mass could be said, the service chanted, religious discussions carried on, the church calendar computed. Such importance was attached to the authority of the scriptures that free thought was strangled. Discipline was very harsh, inflicted by men of ascetic habits, who had separated themselves from household joys and the love of little children.

In all this no attempt was made to prepare for the life that now is. The development of the individual was disregarded. Words, not things, were studied. Women had no share in education. The manners of even the best educated men were rude and coarse.

From the narrowness and exaggeration, the exclusive and technical character of this education, the awakening spirit of the modern world recoiled. A little experiment made it evident that the Parent could not be trusted to provide suitably for the education of his child. Responsibility for the training of the future citizen was shifted from the Church to the State. And now the principle is widely accepted in Europe and America that it is the duty of the State to provide all the education which is needed by the man and the woman for the ordinary life of a citizen. In this country we go much further, and say that the government shall furnish high schools and universities for the youth who are more favorably situated or are inspired with loftier purposes.

The result is a system of instruction much broader than that of the cloister. The idea of training the individual has become prominent. Child-study has begun, that the teacher may be able to guide the young mind intelligently. Discipline has become mild and love is the motive. Educational opportunities are offered to the child of the cottage as well as the child of the mansion. Girls are taught beside their brothers. Education is even made compulsory, on the ground that this is needful for the welfare of the state. School work is made attractive, interest in study is cultivated.

The curriculum of the school has been broadened and adapted to the life of the present. There has been a revival of classical learning. Greek, which in the

Middle Ages was neglected, has been elevated to a prominent place in the course, and Latin which was taught badly and with slight results, has been restored to its proper place as a culture subject. And manners have become more refined. An interest in the natural world has been aroused, the verdict of the senses has become the test of knowledge; science has taken its place beside the classics as an important branch of education. And life has become practical. The vernacular has been cultivated, and the speech has become more correct. Attention has been devoted to history and travels, to modern languages and the study of human life all about one; and special care has been taken to train the judgment, the purpose being wise and right conduct.

In all secular matters the State has amply proved itself better fitted to control education than the church.

The State needs to have its citizens religiously trained. There can be no doubt that religion furnishes the most powerful incentive to morality. So while individual men do live upright lives without recognizing their responsibility to God, most men will live more moral lives and crime will be less prevalent if ethical principles are reinforced by religious sanctions. The effort to divorce these was made at the French Revolution; and both lost their hold upon the citizens. In the words of Judge Grant, "A rule of conduct stripped of sanctions is not entitled to the name of law." He adds: "In his farewell to his countrymen, Washington warned them that morality abstracted from sound religious principles ceased to be a prop of the State."

If we cast a glance over the leading progressive nations of the world, we shall find the attitude of the State toward religious instruction quite varied.

France is Roman Catholic by an overwhelming majority. It was the last country in which the ecclesiastical schools of the Middle Ages retained control of education, and in these Jesuit schools the evils of the system were exaggerated. There laicization has been closely followed by secularization of schools, and now all religious instruction in state schools is forbidden by law. "In order that opportunity should be given to parents to provide religious instruction for their children," the law expressly states, "the schools are closed one day each week other than Sunday." The day thus set apart for religious instruction is Thursday.

In Germany there are two strong churches—the Lutheran, which prevails in the north, and the Roman Catholic, which predominates in the south. Nowhere else in the world is such thoro and systematic religious instruction given. Dr. L. R. Klemm of the United States Bureau of Education records delightfully a visit to a Prussian Normal School near Berlin, at the hour of a model lesson on Bible History. The subject for the day was the story of the visit of the wise men of the East to the infant Savior. Information was given as to the journey and other matters connected with the narrative. The beautiful story was told from beginning to end, and the children's sympathies were enlisted. They shared the curiosity of the wise men to see the new-born Babe, they admired the gifts they brought, they entered into their feelings of adoration, they became indignant and scornful at the base perfidy of Herod, who, wearing royal robes, lacked the kingly spirit. And by iteration and questioning, the story was impressed upon the little ones. At the close of the hour a handsome illustration was exhibited and talked over. Then, when the children had withdrawn, the normal students were questioned in regard to the objects of the lesson, the means employed, psychological references, methods, principles of method.

We are told that "The principal function of the German school is officially declared to be the making of God-fearing, patriotic, self-supporting citizens. The Germans would no more think that religion could be omitted from the program of instruction than that mathematics and the languages could be left out. . . .

The hour for religious instruction is the first one in the morning. . . . When the Bible is put in the hands of the children, it is always an expurgated edition." Not only are Bible stories taught, and Scripture texts memorized, but in higher grades complete books are studied and attention given to the history of the Jews, antiquities and geography of the Holy Land. Four or five hours of religious instruction per week are required in every German school until the grades corresponding to our high schools are reached. Thruout those years two periods per week are assigned to Religion in Gymnasium program, and in the last years the work is wholly review. Prof. Russell, in his book on German Higher Education, says: "I rarely found a schoolboy whose judgment I considered of value in other matters, who was not deeply impressed with the worth of his religious training. There is much doubt, much senseless criticism abroad in the land, but its sources are not to be sought in the schools."

In Protestant England as late as 1870, the only schools were denominational. While the church controlled education, the school system lagged far behind that of other nations. Now, under the new arrangement, it is excellent. On complying with certain requirements, these denominational schools still receive state aid in proportion to their efficiency in secular instruction. By their side are the Public Board Schools, established and controlled by School Boards. To both by parliamentary enactment applies the so-called "conscience-clause," "Parents may claim exemption from any religious instruction which they disapprove." In the Board Schools the law forbids sectarian teaching. Otherwise full discretion is granted local boards in regard to religious instruction. Only about one per cent of the School Boards in England decide to omit religious instruction, and we are informed that without exception they are "in comparatively obscure villages, and with a very small population."

The regulations of the London Board provide that "The Bible shall be read and there shall be given such explanations and instruction therefrom in the principles of morality and religion as are suited to the capacities of children." The syllabus issued includes the Lord's Prayer, and the Ten Commandments; biographies, history; facts and lessons from the life of our Lord; parables; and the committing to memory of passages inculcating truthfulness, temperance, and obedience to parents. The first forty minutes of each of the five school days of the week are devoted to this instruction. The text book is the English Bible. For both pupils and pupil teachers progressive lessons are arranged and examinations are held periodically by the Board officers, for excellence in which, as in other subjects, prizes are given.

With various slight modifications, the plan of the London Board is characteristic of the entire system. And with remarkable unanimity Englishmen endorse the opinion of J. G. Fitch, an inspector of the London schools: "The outcome of these arrangements is that a successful effort is made in the Board Schools to bring up the children in the fear of God, with a reverence for His Word, a considerable knowledge of the history and poetry of the Bible, and of its plainer moral lessons, and especially of the life and teaching of our Lord.

. . . No one who knows the schools well can doubt that . . . religious and moral teaching of a very precious kind is imparted in the schools, and that the influence of this instruction on the conduct and the character of the children, and on the religious life of the nation, has been profoundly felt.

"It may be thought by some that it is descending to a lower ground when we speak of the Biblical instruction as a great civilizing power, and as an elevating and refining influence on the intellectual life. But this aspect of the question ought not to be overlooked."

Mr. Matthew Arnold, who was so largely influential in establishing the English system, writes in regard to a Bible reading for schools: "All who value the

Bible may rest assured that thus to know and possess the Bible is the most certain way to extend the power and efficacy of the Bible."

This system has been in successful operation in London for thirty years, and we are told that, "No practical diffi culties have arisen in the interpretation or in the actual working out of the very simple and intelligible program of the School Board;" and that "It has in fact so far proved acceptable to the parents that out of about half a million of scholars in the London Board Schools, the claim for exemption from religious lessons . . . . has only been made in the case of about four hundred children."

In France the government forbids the teaching of religion in the public schools. In Germany the national government requires it and controls it. In England the government forbids sectarian instruction and protects families opposed to religious teaching; with these limitations, religious instruction is carefully provided for by the local school boards. In America one state, Wisconsin, has forbidden all religious instruction in public schools; most other states have forbidden sectarian teaching: while in practice, tho not by legal enactment, it is left to the teachers to determine the amount and kind of religious instruction. So we have the flexibility of the English system, which makes it possible in a community where there is a strong opposition to such teaching, to omit it entirely. In some parts of this state, owing to conditions of settlement, there has existed a bitter opposition to Christianity, now gradually disappearing. In most communities of this part of the state such opposition never existed; nor does the free air of this region favor the narrow sectarianism and bigotry which James Lane Allen so strikingly depicts surrounding David's grandfather in the early days of the Kentucky hemp fields. Now in a number of the more prominent schools of Southern California the morning Bible reading has a regular place. In America, as in Germany and England, the first hour in the morning is chosen for the Bible lesson. Then, especially, it is helpful to bring to the children and young people the sense of dependence upon God and responsibility to him. The influence of this exercise is quieting, refining, ennobling, and few who have tried it under reasonably favorable circumstances would be willing to lose its helpful power. The Bible stories, especially those of the early books, are of perennial interest to little children. The history of the Jews is replete with attractions to those a little older; so also are the parables. And the Psalms, together with other passages of Biblical poetry and prophecy and ethical teachers, are appreciated and enjoyed by those of high-school age. Reciting Scripture texts, repeating or chanting the Lord's Prayer, singing sacred songs, may appropriately be associated with the Bible reading or be sometimes substituted for it. Great faith may be placed in the efficacy of the Bible itself. It speaks often to the heart when it is simply read without explanation or comment.

It is one of the great charms of the Bible that it is so very human, so intensely real, that it touches daily life at so many points. It is full of references to the common things of nature, the lily, the grass, the fig tree, the mountain and brook. It often introduces child life—Samuel, David, the lad with the fishes from which the multitude were fed, the Christ Child himself. It takes us to the marriage feast, and bids us stand aside for the funeral train. It has a wonderful adaptability to the varying conditions of human life.

Religion can be taught in its relation to the personal life and character; it can also be taught in its relation to civilization. So it can be taught directly by the Bible reading and kindred means; and it can be taught indirectly and incidentally in connection with the language lessons, the history recitation, the nature study. The largest of individual liberty is thus allowed to the teacher in choice of materials and methods of work. Many teachers make religion a powerful ally in teaching morals and in the discipline of the school. The closeness of the relation

between ethics and religion makes the association a natural one. History has countless points of contact with religion. The children cannot be led to a truly sympathetic appreciation of what Longfellow and Whittier and Lowell wrote unless they share the religious aspirations of these men and are acquainted with the Scriptures, the fountain from which they drew allusion and ideal of life. Prof. Gailey, the head of the English Department in our State University, once said in my presence that the greatest difficulty they had to meet was the students' ignorance of the English Bible. Pictures are so attractive to children, and the best pictures are so largely Christian in subject, that picture study opens an especially fruitful line of religious teaching. The many beautiful groups of the Holy Family and the Christ before the Doctors cannot fail to enlist the interest of children. For the teacher who is in sympathy with the subject of religion and who is in sympathy with the child, there are countless opportunities for bringing the subject and the child together. If there are problems to meet, let us say, as President McKinley did at Redlands, "We have problems to face, but the American people never run away from problems. We will meet them in the fear of God."

Already in our land the last few years have witnessed a great advance along the line of Bible study in the institutions of higher learning, so that now there are in most of our leading colleges and universities courses of Bible study, in which as thoro work is required as in other branches. Tho these courses are more than usually difficult, they are largely elected by young men of all shades of religious belief and unbelief. The United States Bureau of Education recommends that such thoro Bible study be included in the curriculum of "every college in the country, state institutions included." The report adds that if "the time has not yet come when it would be fitting to press the claims of formal Bible study upon certain state institutions, meantime there is an abundant opportunity . . . . to include Hebrew history in ancient history, Biblical masterpieces of literature in literary courses, Biblical ethics, in general ethics, until, in entire conformity to law, the students are put in possession of a fair knowledge of Biblical facts."

THE FUNCTION OF THE FAMILY AND THE CHURCH IN RELIGIOUS EDUCATION.

Even more than the State, the Family is responsible for the religious education of the child. Neither can rightly shirk this responsibility nor wholly transfer it to the other.

> "Not in entire forgetfulness,
> And not in utter nakedness,
> But trailing clouds of glory do we come
> From God, who is our home."

The mind of the little child is very susceptible to religious feeling, and great care is needed that it be wisely directed and healthfully developed. He can be taught reverence and love and a sense of dependence upon God, very early. Care is needed that dread and dishonoring fear be not mingled with his awe and reverence, and that religious feeling be kept normal and

not allowed to become morbid or hysterical. It is so easy to employ the dread of God's displeasure, the fear of the "all-seeing eye" as an aid to parental discipline. The sensitive little conscience, too, may be unduly wrought upon for a like purpose. The theoretical process in religion advances, Rosenkranz says, by three stages, of which the first is religious feeling: to this the corresponding practical process is self-consecration. The utmost care is needed that the religious feeling of the little child result in the corresponding practical process in religion, self-consecration.

Family life is the type of the Christian religion. It was the Savior himself who taught us to say "Our Father which art in heaven."

In his study of religion, Dr. Bailey, now of the University of Chicago, classes the infant's love of his mother as the beginning of religion. Froebel calls pure human, parental and filial relations the key to the relations of a genuine Christian life, and says that true living religion must come to a man in his infancy.

Then the little child from his earliest consciousness lives a Christian life. An earlier age than this, which knew less of child life, deemed necessary the turning of the soul from sin to God after years of discretion had been reached. A consciousness of conversion was regarded essential evidence that the Christian life was in the soul. But parents and teachers, representatives of the home and the pulpit, are now appreciating that the earlier the child enters upon his spiritual inheritance, the greater is his growth and the less is he subject to serious relapses. That so his life, if it have less fervor and intensity, has more of steadiness and symmetry, more of firmness and of spiritual grace.

The church, too, recognizes teaching as one of her functions. She instills religious feeling and brings about self-consecration. She helps the child to form religious images and affords expression of religious life in confirmation or uniting with the church, in her services of worship and communion. Above all, by instructing her members in the true relation of God to man and of man to God, she trains them to cheerful reconciliation to their lot, a high ideal of Christian character. For these purposes she employs various means, some of which, as the sermon, have teaching as the chief end; in others, as in the Young People's Societies, the devotional element is uppermost, but incidentally, thru study of the Word, instruction is given.

One feature of the Church work deserves especial mention in this connection. It is the Student Young Men's and the Student Young Women's Christian Associations of the colleges and universities. These, with their large and flourishing Bible classes, intended tho they are for devotional purposes, and distinct from the Bible classes of the curriculum, are fruitful in real knowledge of the Scriptures. There are now nearly twenty thousand students of our colleges and universities thus studying the Bible.

THE SUNDAY-SCHOOL PROBLEM.

The Sunday school is the great educational institution of the Church for its children.

What is its problem?

It would reach all the children of the land, and it has no compulsory attendance law to support its effort.

It would instruct systematically in the most important branch of education, but attendance is irregular and many of its teachers are so untrained that they would not be trusted by the state to teach any secular branch.

It would give thoro acquaintance with the contents of the Bible and some knowledge of its geography and antiquities, and it would make the application of the truth of the Bible to the life of the children. And to do all this the Sunday school has a scanty thirty or forty minutes once a week.,

How has the Sunday school met its problem?

On the knowledge side, it must be confessed that it has not succeeded well. Nicholas Murray Butler, whom I have already quoted, says that under present conditions "Religious knowledge, and with religious knowledge a good deal else which is worth saving, will go out of the life of the next generation." And Prof. De Garmo of Cornell, in comparing the system of religious instruction in our country with that of England and Germany, pronounces their system as regards intelligence in religious matters "immeasurably superior to our own," Yet he goes on to say that in matters of conduct and character the results are relatively satisfactory. England was the first home of the modern Sunday school, and it has flourished there beside the well-developed system of religious instruction in the public schools. In practice the more spiritual as well as the doctrinal part of the teaching is done by the Sunday school. So our Sunday school needs for the full and satisfactory solution of its problem the aid of the day school in giving religious instruction, especially on the side of knowledge and intelligence.

When home and school and church unite in their efforts, the children will have souls lighted by knowledge of sacred things and warmed with love of the Holy One. Thus, in accordance with the ideals of the new education, they will enter into their scientific, their literary, their aesthetic, their institutional, their religious inheritance. Then, with powers developed in perfect harmony, they will become men and women of whom it may truly be said that they "saw life steadily and saw it whole."

History Below the High School.

Part II.

FRANK J. BROWNE, BERKELEY.

The relative period of time covered by the history course in most of the rural schools may be illustrated by the following diagram:

About 4000 years of history are authentic, and filled with materials which may be adapted to the minds of children. Of this 4000 years, but less than

500 years follow the discovery of America by Columbus, and but 125 years are included in our National history. Of the entire growth of civilization, that of the last 125 years is scarcely sufficient to teach the growth of social principles or to trace the course of present tendencies. Tho we learn that the right to "life, liberty, and pursuit of happiness" is at the basis of our government, we too often fail to learn that blood and treasure have been sacrificed for thousands of years for the same human rights. Our pupils pluck the ripest fruits of civilization, but can scarcely prize their blessings, because they do not relate the fruit to the branch, and trunk, and roots, and soil, and the blood of ages which nourished the tree. The life of a pupil below the high school is chiefly in feeling rather than in reason. Such a pupil is adapted to study the men and events of the times when the race moved more from impulse than for reason. The course of study should require ancient and mediæval history as a basis for the more rational adjustment of social rights as effected by the United States. To this end something like the following could be used:

First and Second Grades.— Stories of our country and anniversary exercises. Programs should be arranged for all grades on such days as October 12th, Thanksgiving, Christmas, February 12th and 22nd, May 30th, etc.

Third Grade.— A child acquires some historic judgment after a year or more at school, and can readily judge of motives. The deeds of primitive times will be of special interest in connection with the study of Hiawatha and Indian life as a primitive type. The Aryans will lead readily to the westward course of civilization. The Persians, with the wonders of Babylon, and the Jewish captivity, suggest a year of interesting work.

Fourth Grade.— The myths and heroes and customs of Greece constitute rich material from which to select the year's work.

Fifth Grade.— The stories of Rome furnish another year's work filled with intense interest.

Sixth Grade.— The heroes of England, such as Alfred, William the Conqueror, Henry V, Cromwell, etc., teach the great lesson of all education—the power to achieve.

Seventh and Eighth Grades.— If the preceding matter has been adroitly taught, a pupil will take up the study of the United States with more than usual interest, because he feels in a degree what it has cost the world to establish this "government of the people."

Each grade should be taught that history is not a list of kings, of battles, of dates; yet some relation should be established, so that even the youngest pupil will not locate Lincoln before Cæsar, Washington before Homer, London before Nineveh. The stories presented to a class should be arranged to indicate their relative times. The following will illustrate:

B. C.		A. D.
Myths Homer Bible Stories	N. T. Stories Stories of Rome	Fairy Tales Robinson Crusoe Modern Stories

By this method each grade will get a glance at the subject of history as a whole, and special emphasis may be placed upon any period desired.

The teacher who desires to develop the subject in detail should study the following:

Scott's "Organic Education,"
Burt's "Literary Landmarks,"
Kemp's "Outline of Method in History,"
Andrew's "Ten Boys,"
Darling's "Outline of Work in History."

The development of literature with history is unavoidable. A people of sufficient consequence to hold a place in history has also been thoughtful enough to record beautiful and ennobling thoughts. It is scarcely just to a pupil that he learn of Cæsar and Hannibal and Alexander, and hear nothing of the wisdom and beauty of Virgil and Marcus Aurelius and Lucian and Homer. The growth of thought is surely interesting to young pupils, when they are able to trace the varied literary expression given to a story by the ancients, by Chaucer, by Shakespeare, by Dryden, and other writers. From this standpoint, "Literary Landmarks" is a very suggestive book.

If geography is a study of the earth in relation to human life and activities, which seems to be the accepted meaning, it becomes impossible to teach it rationally apart from history. Each type of life, every form of activity, results from some physical environment, depends upon natural resources and opportunities for suggestion and stimulation. The proper teaching of history involves so much consideration of geography — so completely assimilates it — that there is scarcely sufficient geography left to dignify it as a separate subject, unless it be reorganized into a course in science. For this end, however, the text-books in history and science are yet to be written, and the average teacher is to be imbued with more self-reliance; the school must dispel the attitude of isolation, and blend with the domestic and social and business interests of the world.

IN THE SMOKING CAR.

"Here's a good one," said the man from Denver. "What's the difference between a pen and a pencil? Give it up? A pen has to be driven, but a pencil has to be lead. See?

"The automatic bell buoy beats 'em both," murmured a quiet little chap who had got on at Cleveland. "It rights itself."— Philadelphia Press.

Pacific Grove

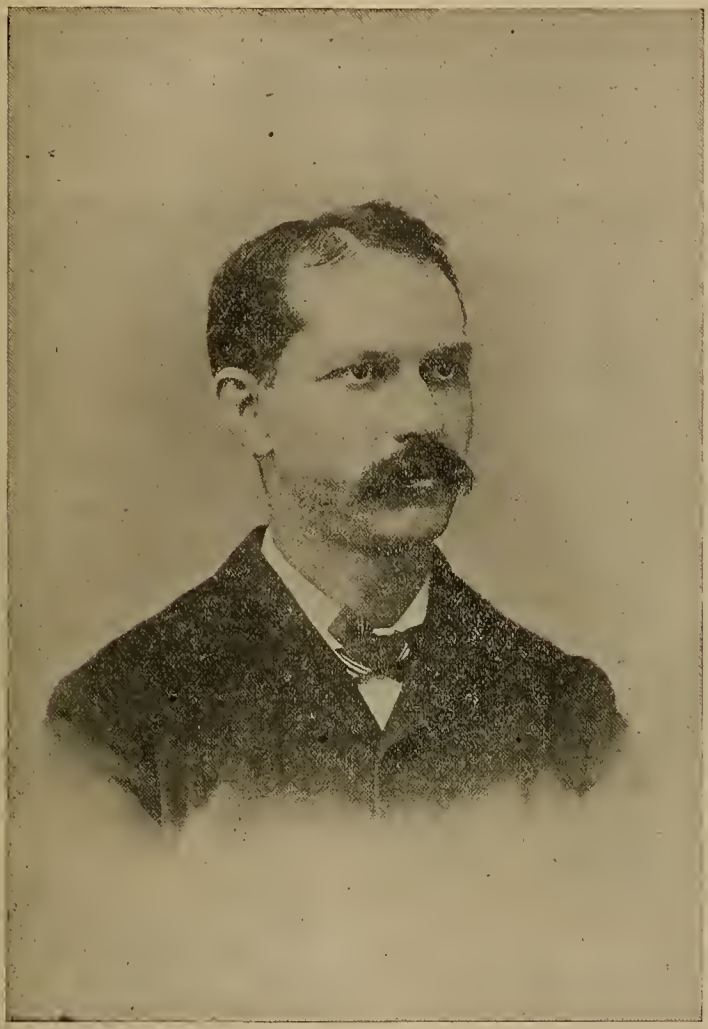
As a Place of Meeting for the State Teachers' Association.

The preparations now under way for the coming State Association have been sufficient to reveal the wisdom of that body in choosing Pacific Grove as the next place of meeting. Perhaps no place in California could offer a wider field of interest, as certainly none could present a more picturesque and beautiful setting of natural scenery. President Faulkner has twice

THE OLD HISTORIC TOWN OF MONTEREY.

visited the place in the last six months, and has expressed himself as much pleased with the outlook. Mr. Faulkner is a live man, and will undoubtedly take advantage of local opportunities in such a way as to give us a unique and interesting session.

To begin with, the nature study section can look for something out of the ordinary. The round-table sessions will be held in the Hopkins' Seaside Laboratory; and with Professor Jenkins himself as chairman, we may expect some good things. Just what these will be cannot as yet be definitely stated. There might be a series of lectures and demonstrations on sea-life. Some rare and interesting forms can be collected and exhibited in the glass



RICHARD D. FAULKNER

President California Teachers' Association. 1901.

Richard D. Faulkner was born in Irvington, Washington County, Ill, August 27, 1858. He graduated from the University of Illinois in 1877 He taught a district school during the school year of 1877–78. In 1878 he came to California. In 1888 he was elected vice-principal of the Lincoln Grammar School, San Francisco, after an apprenticeship in the district, grammar and high schools of the interior of the state. In 1893 he was made principal of the Potrero Primary School, now the Irving M. Scott Grammar School, and in 1895 principal of the Franklin Grammar School. His individuality is stamped in both of these schools. The former was thru his personal efforts and influence reorganized and rebuilt, while under his principalship the teaching force of the latter has become widely known for its progressiveness.

Principal Faulkner is the author of the "Suggestive Correlations," contained in the Hittell-Faulkner "Brief History of California," published in 1898; while his article, "The California State Text-Book System," contributed to the "Educational Review," June, 1900, is the most comprehensive review that has been made of the system.

tanks and aquaria. The local museum has also a very good exhibit of such specimens. So there will be unusual opportunities for the nature study section.

It has been suggested that the history section devote one-half day to visiting the monuments of early California history. Historical remains are numerous in the vicinity of Monterey, which adjoins Pacific Grove. Sup-

PACIFIC GROVE.

pose someone thoroly familiar with these scenes were secured as guide and instructor on such an expedition; let him point out the interesting places, and guide the party in the steps of the Mission Fathers from the cross where they landed, to the San Carlos and Carmel where they labored and taught; what fun to dig around inside the old custom house and the capitol building; and finally to get a few snap shots at some of the black-eyed children of a vanished day as they flock about the door of a tumble-down adobe!

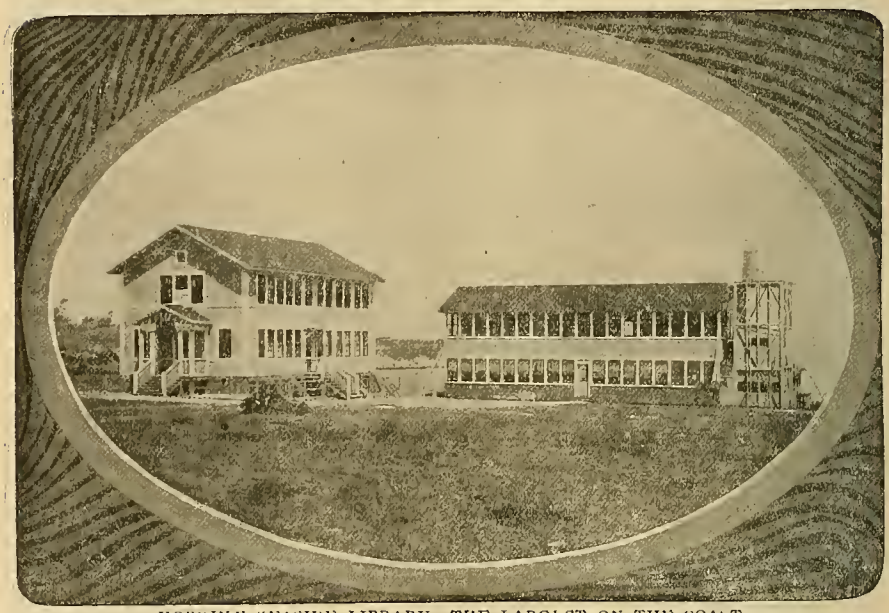
Of course Del Monte will be the centre of social life. There will be rapid connections by rail with Pacific Grove. The hotel will throw open its six hundred guest-chambers, its parlors, billiard and ballrooms to the teachers. If any want to, they can lord it in the clubhouse and on the golf links. Terms have been secured that put Del Monte accommodations within the reach of all who care to stay there. And yet the same bill of fare and the same courteous attention will be given the teachers that was received when Carnegie stopped here, or when the Princess Louise called it "the cleanest and best-kept hotel she had ever visited." A right good orchestra will be there; it may strike up some lively music at the New Year's reception. At

BATHING, SUMMER AND WINTER.

"ALONG A WONDROUS SHORE."

this function, Mr. Junker promises to throw open the ladies' parlor and billiard-room in connection with the ballroom and enclosed veranda. There will be plenty of space for all who come from Pacific Grove, as well as for those that may be staying at the hotel. I shall not say there won't be dancing.

Many teachers will find quarters in Pacific Grove. El Carmelo is a good hotel, and there are many excellent boarding places within easy reach of Assembly Hall. The attractions of Pacific Grove are well known. To those who have not visited the place in winter we will say that there are no fogs at this season, that the air is warm — almost balmy — and that the big waves thundering on the rocks out toward the lighthouse are more fascinating than the gentle wash of those in summer; while the numerous paths that wind under overhanging boughs, thru brakes and mossy banks by lake



HOPKINS' SEASIDE LIBRARY, THE LARGEST ON THE COAST.

and cypress groves, are just as attractive as ever. To prove this, we call to witness the fourteen newly-married persons that recently met all on a day at the El Carmelo. They say marriage is catching. Let it be so! If there is a thinning of the schoolma'am ranks as a result of all these social opportunities, if some are consolidated out of the profession, it will only leave more room for the rest. However, *as a pious resident of Pacific Grove*, the writer feels it his duty to warn the schoolmasters against the bar of the Half Way House — the Last Chance Coming and First Chance Going — and the scene of many a wreck.

Pacific Grove is a favorite place for rest and recreation among Stanford people and others. It will be a delightful change from the grind of teaching. This fact will not, however, interfere with the serious work of the

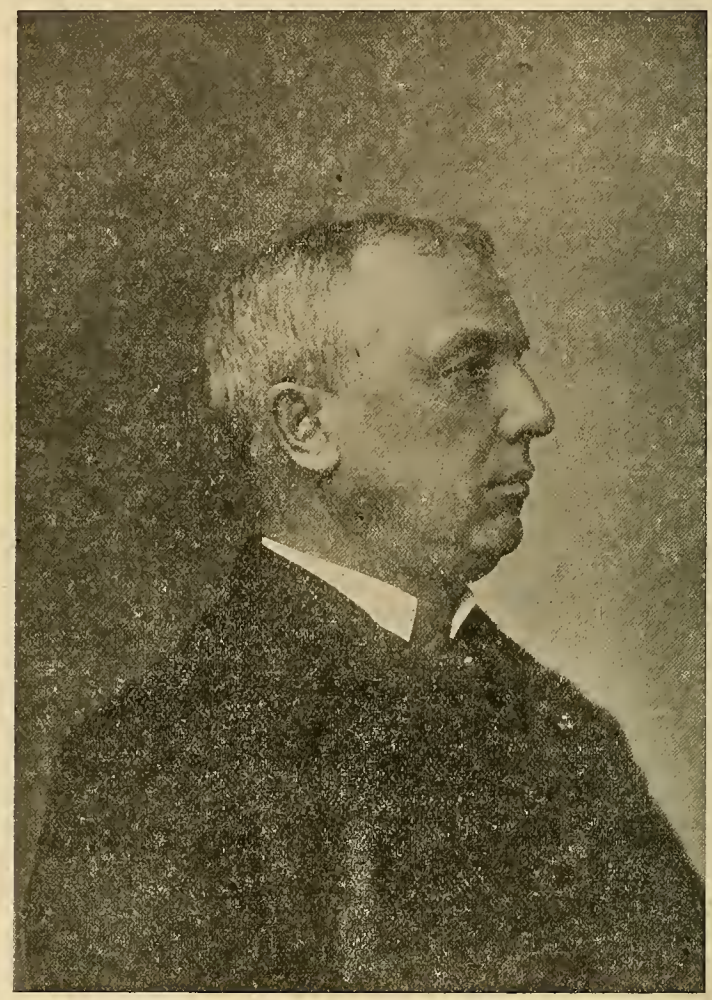
Association. Mr. Faulkner has secured some lecturers of national reputation. In the symposium, matters will be discussed of vital interest to teachers; such as measures to raise the business of teaching from a makeshift and a lottery where the fittest least often survive, to the level of an ideal profession. Altogether it bids fair to be one of the most memorable meetings in the history of the Association.

Elisha Benjamin Andrews.

Elisha Benjamin Andrews was born in Hinsdale, N. H., January 10, 1844. His father and grandfather had been Baptist ministers. His father, a lecturer of repute, was several years a member of the Massachusetts House of Representatives and of the Massachusetts Senate. Young Andrew's earliest education was received in a district school at Montague, Franklin County, Mass. He was preparing for college at the Connecticut Literary Institute at Suffield, Conn., at the outbreak of the War of the Rebellion. He promptly enlisted at the age of seventeen in the Fourth Connecticut Infantry for three years. The regiment was later known as the First Connecticut Heavy Artillery, and Mr. Andrews, passing thru various grades of promotion, and receiving a command before Pittsburg, Pa., August 24, 1864, was mustered out as second lieutenant, October 30, 1864. After the war he attended two terms at Powers Institute, Bernardston, Mass., and one at Wesleyan Academy, Wilbraham, Mass. He entered Brown University in 1866, and graduated in 1870. Graduating from Newton Theological Institution (Mass.) in 1874, he was ordained a Baptist clergyman the same year, and was pastor of the First Baptist Church, in Beverly, Mass., 1874–5. He resigned his pastorate to accept the presidency of Denison University, in Ohio, which post he left to assume the professorship of homiletics and pastoral theology in Newton Theological Institution. In 1882, he resigned, and went to Germany to study history and political economy in the universities of Berlin and Munich, having already been appointed professor of history and political economy in Brown University. On his return from Europe he filled that chair until 1888, when he accepted the professorship of political economy and finance in Cornell University. In 1889, he was elected president of Brown University, occupying the chair of moral and intellectual philosophy. In 1892, he was appointed by President Harrison one of the members of the International Monetary Conference at Brussels. In 1898, Dr. Andrews was elected superintendent of schools of Chicago, which position he filled until 1900. In August, 1900, he entered upon his duties as chief executive of one of the most progressive educational institutions in the west, the State University of Nebraska.

Chancellor Andrews received the degree of D.D. from Colby University in 1884, and that of L.L.D. the same year from the University of Nebraska. In 1900 he received the degree of L.L.D. from Bunn University. The Uni-

versity of Chicago bestowed the same on him in August, 1901, giving as the special reason for the bestowal Mr. Andrew's successful services in improving the administration of the Chicago schools. He has published a large number of volumes, as well as an immense number of addresses, lectures,



ELISHA BENJAMIN ANDREWS
President State University, Nebraska.
Principal Speaker at the California Teachers' Association, Pacific Grove, 1901.

and magazine articles. His principal books are: "Brief Institutes of Constitutional History, English and American," 1886; "Brief Institutes of General History," 1887; "Institutes of Economics," 1889 (new edition, 1900); "The Duty of a Public Spirit," 1892; Droysen's "Outlines of the

Principles of History," translation, 1893; "Wealth and Moral Law," 1894; "An Honest Dollar, with Seven Other Essays on Bimetallist," 1894; "History of the United States in the Last Quarter Century," two volumes, 1896; and "The Problem of Cosmology," 1901.

He is a member of the Grand Army of the Republic, the Loyal Legion, the Delta Upsilon Fraternity, the Massachusetts Military Historical Society, and the American Economic Association. In politics he inclines to a liberal interpretation of the Constitution, and believes in a positive foreign policy. He is an ardent international bimetallist; favors a low tariff as a general policy, but a high and even prohibitive tariff against foreign monopolies, and free trade, if necessary, as a defense against home monopolies.

An article in the *New York Education* for January, 1899, says:

Elisha Benjamin Andrews, LL.D., formerly president of Brown University, is one of the most interesting characters in American life. We do not pretend to be able to measure Dr. Andrews or his work. We are quite confident, however, that in breadth of scholarship, soundness of training, keenness of intellect, he is far and away above many of the educational Cagliostros that have persistently kept themselves in the public eye in educational matters for the past ten years. It is safe to say that in general preparation for comprehensive educational work only such men as Dr. Harris or Dr. Nicholas Murray Butler are in the same class with him. The career of such a man cannot but be intensely interesting.

M. Vincent O'Shea

Professor of the Science and Art of Education.

From the History of the University of Wisconsin.

Born in Le Roy, Genesee County, New York. Fitted at the Le Roy Academic Institute. Graduated from Cornell in 1892. Took graduate work in philosophy at Cornell, and in developmental psychology at Clark. Was professor of psychology and pedagogy, and director of the practice school at State normal school, Mankato, Minnesota, 1895–97, and professor of educational psychology and child study, and supervisor of model teaching at the Teachers' College, Buffalo, 1895–97. Joined the University of Wisconsin faculty in 1897, teaching for the first year educational psychology, child study, principles of teaching, and method of the recitation; and has since added to these, mental development, genetic psychology, and observation and practice of teaching. Professor O'Shea has delivered courses of extension lectures in Wisconsin at Sheboygan, Beloit, Oshkosh, Eau Claire, Green Bay, Columbus, Ashland, Phillips, and Dodgeville; in Michigan, at Menominee and Battle Creek; in Iowa, at Des Moines, Dubuque, and Davenport; in Nebraska at Lincoln; in Ohio at Cleveland, Youngstown, and Canton. Since coming to the University of Wisconsin, he has delivered courses of lectures at the Boston School of Art, the Brooklyn Institute of Arts and Sciences, the Martha's Vineyard Summer Institute, and the University of Virginia Summer School; also in New York City, Bethlehem, Rochester, Utica, and Chicago; besides many individual lectures in Massachusetts, Connecticut, New York, Rhode Island, Pennsylvania, Minnesota, Michigan, Indiana, and Wisconsin. He has published "Suggestions to Teachers from the Ob-

servation and Study of Children" (Mankato, Minn., 1894); and "Aspect of Mental Economy," University of Wisconsin "Bulletin." He is now editor of the Educational Department of the "World Review," and has contributed articles to "Atlantic Monthly," "Popular Science Monthly," "North American Review," "Chatauqua," "Outlook," "Educational Review," "Education," "Intelligence," "Primary Education," "School Education," "Normal Instructor," and other educational journals; also to the publications of the National Child Study Society, National Educational Association, and North Central Association of Secondary Schools and Colleges. He was in 1898, made chairman of the department of child study of the National Superintendents' Conference, and later elected president of the National Association for Child Study, and, in 1899, president of the Wisconsin Association for Child Study. He organized the Wisconsin Educational Club, and served as its presiding officer.

Primary Number Work.

BY MERRIL MONROE.

How many of us have experienced the fact that when we positively must do a thing—no wriggling out, no surrender, no excuses to be made, to say nothing of being accepted, when these conditions are placed around us—we usually find in ourselves the ability to rise to the occasion and become master of the situation. For instance, a young lady of my acquaintance had learned to ride a wheel, but she "positively could not mount and never would be able to." This was in the early stages, of course, but it was a deeply rooted conviction, and as she seldom rode alone, there was always someone to hold her wheel. It was several weeks before she found herself rather unexpectedly off her wheel a mile or two away from any assistance. Think you she trundled her wheel home? No; she rode home radiant.

Another example rather more personal, I imagine, is the case of the timid, inexperienced young teacher who receives the following note: "I have placed you on the program for Institute, for a ten-minute paper on——— ———," and down in the corner is added, "No excuses will be considered." It is awful! She knows she positively can't—she will faint, she knows she will; whole rows of horrid old critical pedagogues who have taught as long as she is old. She can't do it, and that is all there is about it. But when the time comes she reads a paper so full of enthusiasm and theory and originality that her friends congratulate her, and she feels — well, just a little puffed up, for it is her first paper. The moral of all this is: create a necessity and it will be overcome.

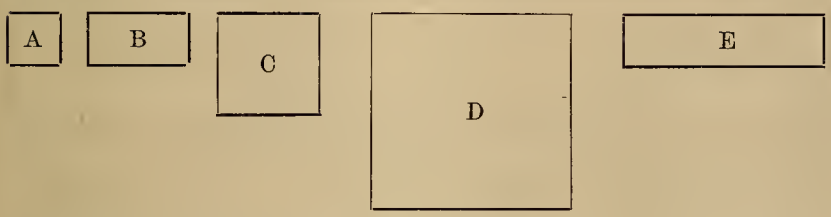
This paper deals with number, I believe, and I really have been thinking of number all this time.

One of my smallest boys came in the other day saying he could count to eighty. Then he showed me a salt sack half full of marbles, and said, "I

have eighty marbles." My second grade were playing tomball, or something in which, if the ball is caught on the bounce the striker is half out, and if on the second bounce, one-quarter out. Some one caught the ball on the first bounce, "Half out," everyone shouted. This was followed by the ball being caught on the second bounce; again the chorus, "Half and a quarter out." Then one little voice quickly added, "Three-quarters out." There you are, $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$,—no theory; just a keeping pace with the times.

Can we use this in school? Yes, I presume we have all filled the quart with the pint measure, and the gallon with the quart measure, till the children knew all about it. But to come down to the signs, it is not hard with the + and the —, but do not some of them always get stuck when it comes to the x and ÷ ?

The diagrams in the absence of models which Speer advocates, are such splendid eye-trainers and such fascinating things. These will constitute the fundamentals for some time:



First, simply A + B are used; ask for relations and you will find ready answers: "2 A's make B, and A is ½ of B, and B = 2 times A." After a few oral expressions, write A = ½ of B, B = 2 x A; telling the children x stands for "times." Add the square C, and the children and yourself included will be surprised at the number of relations. Write them all down before them, but don't ask them for any written work. When you add D, you may think you have a—now, the boys term it a "corker," and so it is, with regard to its relations to A; but some one, bristling with victory, will have it D is 16 x A, and the retaliating cry will be immediate, A = 1/16 of D. Now, they have by this time copied the figures once or twice, and may have the diagrams on the board, and be told to write the relations. You will see what fun it is if it is thoroly understood orally. I put the oblong E in to see what they would make of it. Several had it. They saw E was 2 x B. They knew C was 2 x B. They had never been told that two things equal to a third are equal to each other, but they knew it, and put it down, E = C, and went over the relations, putting E in C's place, and oh what an extensive family of relations we had.

One day, when relations were growing tiresome, I said, "Now, A is a field, it has two acres; find out how many acres in as many of these fields as you can." Not everyone "got" all, but all "got" some, and as one remarked, it was a "pretty smart trick."

After a drill of this kind, if I wanted to put on the board 2 x 4, they knew what it meant. It meant two

but I much prefer to draw the latter and let them deduct the former.

Now, this taught them +, x, ½, ¼, ⅛, 1/16, ⅓, and ⅔, without explaining anything. It did not teach them ÷, but they were ready for it the next year. It did not teach them the multiplication tables, for they were first and second-graders; and I am thankful to say those who ruled over us knew that they ought not to know the tables.

If a few will earnestly try this—I give it five minntes a day—you will find yourself as enthusiastic as I in the fact that you are teaching relations first and that figures become really symbols.

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

"Children should be trained into instant and totally unreasoning obedience to their fathers, mothers, and tutors." —RUSKIN.

Mrs. Raynsford Taylor addressed the Golden Gate Mothers' Club, Wednesday, October 17. The subject for discussion was: "The Most Important Thing in the Training of Children." Mrs. Taylor spoke briefly on the lessons to be learned from books, pictures, order, and cleanliness. Above everything else stands obedience — the keystone in the arch formed for mothers and teachers.

"Nearly all accideuts, sickness, and a hundred other things are brought on by disobedience; therefore, disobedience works ruin. 'To obey is better than sacrifice.' If a child obey the laws of father and mother, he will obey the laws of God and mau. If the heart of a child turn to the parent and the heart of the parent turn to the child, then is the child ready to do your will cheerfully. How, then, can we attain the obedience such as mothers and teachers desire? There is nothing more humiliating than to let a child have his own way. It is better to command very seldom, but, when you do, use tact and command carefully; if possible, command them to do things they want to do."

Miss Fairchild here took up the subject and said: "I wonder where we are coming out on this question of disobedience. At home you learn individual conditions; we have to win out where we know they do not want to obey. Sometimes it is a sulky disposition that we have to deal with more than wanting to be disobedient. There is a symposium in the 'American

Kitchen Magazine,' which all should read, on how children should see others obey in regimen, etc."

There was some discussion as to whether obedience should hold full sway. Love, induced by a religion that "makes people pleasant to live with," was thought to be worthy of first place.

This Club will meet again the third Wednesday in October.

MISS JEAN PARKER

delighted the Laguna Honda Mothers' Club with an informal talk and read an interesting paper on the subject of "Truth Telling." There were bits of philosophy in her talk and in her paper that will last thruout the ages of Mothers' Clubs. Miss Parker apologized for coming before a "mothers'" club by giving a bit of experience she had with the mother of an unruly boy. She had done all she could with the boy and failed; then she sent for the mother, expecting to have a row with her. After pouring forth her grievances, she said: "I suppose you think I don't know much about children?" but the mother answered, "On the contrary, I should take you to be the mother of a large family."

"Children are inclined to tell the truth and only are perverted by successful lying. Looking for the truth, I rarely get anything else. I remember having a mother complain that some girls at school were saying improper things in the hearing of her little girl. I could not think these heretofore exemplary girls guilty, but promised to investigate. With their arms around me, they said: 'It is every word true.' I was thunderstruck, and the parents neither ate nor slept that night, but it was really a time for congratulation. It is the greatest mistake to feel badly when such things are found out; it is a time for rejoicing. Ignorance is not innocence, and should not be so confounded. In all my varied experience I have never found children doing worse things than I did [laughter]. I remember having taken (she said stolen) a box. My mother asked me where I got it. I said, 'Oh, I picked it up at a little girl's house.' 'Well, you march right back and tell her mother I do not allow you to 'pick up things.'' Do you suppose I was going to humiliate myself by repeating her command. I went back of course, and when unobserved, dropped the box among other playthings. At one time a purse belonging to one of the teachers was missing. As principal, I was called in to use my detective ability. The children were all called up, and during my little talk to them I settled in my own mind just who took the purse. Looking in her desk we found many stolen articles, but no purse. We afterwards went to the mother and asked her about it. She said, 'Why, yes; my little girl did bring home a purse, and said she had found it.' Many other things had found their way into that house, and the mother was too busy or careless to look into the matter—criminal carelessness.

"When the mother understood that her child was likely to be branded as a thief, she asked for a transfer card, but this was refused. Was the child to go where she was not known to carry on the same practices? She must stay right here or else go 'properly labeled.' She needs the help we are now in a position to give her. She will not be 'downed'—certainly not; few would be standing if all the faulty ones were treated so."

While Miss Parker can be, as she says, "fierce," with children, a sympathetic understanding and a real mother instinct makes her more than successful with the life-long work she has had in hand.

Teaching as a Profession.

MRS. J. E. WILLIAMS.

Read before the Glenn County Institute, October 28, 1901.

Many years ago, when I knew a great deal more than I now know about everything, especially school teaching, I heard this subject discussed at a teachers' institute in Colusa by a very great man from San Francisco (for this was before Berkeley had professors to loan), who declared teaching was not, and never could be, classed with the professions, because men used the calling as a stepping stone to law and medicine. while the women taught only until they had earned enough money to buy their trousseau, when they left the schoolroom to embark on the matrimonial sea — and he said this as tho it were not a woman's right to marry.

The men didn't mind what he said, but we women were furious; for one of the teachers was married, another was engaged, while the rest of us were only waiting for an opportunity to be so. After returning from institute, we held an indignation meeting, and, after exhausting all the adjectives without finding one adequate to the occasion, we further relieved our feelings by drawing the great man's picture on the wall and battering it with our shoes. From that time on I had never considered teaching as one of the professions, so you may be able to appreciate my feelings when commanded by our superintendent to talk about something that did not exist.

Again and again I said, "What shall I say?" At length my eyes rested upon the dictionary. "I will see what Webster says about it," thought I, and turning to the right place I read: "profession — a pretense." Teaching as a "pretense" did not sound pleasant, so I looked further and found this: "profession — the occupation, if not mechanical, to which one devotes himself, the business one professes to understand and to follow for subsistence." "Ah, surely, then," thought I, "teaching *is* a profession." But the following caused my heart to sink within me: "the three learned professions are theology, law, and medicine."

It is very evident from this that up to the time of Webster, teaching was not called a profession. Nevertheless, long ages before Webster or the great man from San Francisco, there came to earth a perfect Child, who grew to manhood, the only perfect man Earth ever knew. He chose the vocation of teaching because of its unlimited possibilities for good to humanity. He sacrificed His life for the principles He held to be true.

Then who shall say that teaching is not the noblest calling in which the powers of man can be engaged? In importance, ours stands at the head of all professions. In our hands the clay becomes a living, thinking soul; from chaos comes order; the future men and women are formed; principles of citizenship are instilled.

Fellow-teachers, your earnest, anxious faces tell me that you feel the responsibility of your positions and the importance of cultivating in ourselves such traits as we wish to perpetuate. Our high ideals may never be realized, but may be approximated each day.

In your faces I read, too, the traces of conflicts in which you have well nigh lost courage; but these are the opportunities for soul growth and should cause but a passing sigh. There are difficulties to be encountered in all the walks of life, not more in ours than in others. Then let us stand up like true women and brave men and unflinchingly look fate in the face, feeling that we are each a spark of Divinity, and that our efforts are united with the efforts of the All-Wise, with Whom we are co-workers and partners in the great plan; and may the lessons we teach live in the memories of our pupils, and, like those of the great Teacher of mankind, go down the ages making the world better for our having lived.

Official.

STATE BOARD OF EDUCATION.

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SAMUEL T. BLACK .....President State Normal School, San Diego.
FREDERIC BURK.....President State Normal School, San Francisco

SACRAMENTO, October 24, 1901.

County Superintendent Baldwin submitted to District Attorney Hon. T. L. Lewis of San Diego County, the following three questions:

1. "Have County Boards of Education power to grant permanent certificates on primary certificates?"

2. "Do certificates of the primary grade become permanent upon second renewal?"

3. "Do primary certificates granted and renewed the second time and teaching on same five years prior to July 1st, 1901, and still in force and effect, become permanent by the late enactment of State Legislature, without action of the County Board of Education?"

Attorney Lewis in his written opinion, copy of which has been courteously sent to the State office, shows that he devoted much thought and time to the entire law respecting certification of teachers. He reached conclusions which in my judgment are the correct interpretation of the law: The first question was answered in the affirmative, and the second and third in the negative.

***

It is contrary to the spirit, if not to the letter, of the law for teachers and boards of education to extend the grammar school work into what is clearly the domain of the high school. By so doing they infringe upon the interest and right of the primary and grammar schools. It is no serious difficulty to determine what in general constitutes the common or elementary school course. The subjects or studies to be pursued in the primary and grammar schools are restricted to those mentioned in section 1665 of the Political Code.

Pupils that have completed the course of the grammar school may return to school and review, but may not lawfully in such schools take up higher branches.

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By the provisions of Section 1712 of the Political Code, all orders by boards of school trustees for books or apparatus must first be submitted to and approved by the County Superintendent of Schools before such books or apparatus can lawfully be purchased. In case this is not done the County

Superintendent may withhold his requisition against the funds of the district, notwithstanding the trustees may have given an agent an order for such books or apparatus.

***

There is no law authorizing the use of public school funds for the transportation of pupils to and from school. Such a measure has been frequently discussed in educational gatherings recently, but no law has been passed touching the matter.

***

A child prepared by private instruction to enter from the 5th to the 6th grade of the public schools should be admitted to such 6th grade as tho it had been regularly prepared in the public school. A child should be assigned to a grade in school to which its attainments entitle it. Fitness and test for promotion, however, are to be determined by the teacher or by the teacher and the county board together, as the rules of the county board may prescribe. It would be an unwarranted and arbitrary rule to say that a pupil should not be promoted from one grade to another because the preparation for advancement was not made in the public school. Public schools are open to the admission of all children between the ages of six and twenty-one years that reside in the district, except foreign born Mongolians.

AN IMPORTANT SUPREME COURT DECISION.

STOCKTON SCHOOL DISTRICT OF SAN JOAQUIN COUNTY,
Plaintiff and Respondent,
VS.
E. B. WRIGHT, as County Superintendent of Common Schools of San Joaquin County,
Defendant and Appellant.

SCHOOLS — APPORTIONMENT OF FUNDS — CONSTRUCTION OF SECTION 1858, POL. C. — The words "average daily attendance," used in subdivision 4 of Section 1858 of the Political Code, in regard to apportionment of funds, means average daily attendance in the common schools of the district, and does not include the high schools and evening schools. All State and county school moneys are intended to be used exclusively for the support of the primary and grammar district schools.

Appeal from the Superior Court of San Joaquin County. — Joseph H. Budd, Judge.

For Appellant, A. H. Ashley.
For Respondent, Ed. R. Thompson and J. G. Swinnerton.

This appeal is from a judgment awarding plaintiff a writ of mandate against defendant, in his official capacity, commanding him to apportion to plaintiff $4630.13 of public school moneys.

A demurrer was filed to the petition and upon its being overruled defendant answered, setting forth facts, which are practically conceded to be true. As the facts are substantially agreed upon, it will not be necessary to pass upon the ruling on the demurrer.

Plaintiff is a school district of the county of San Joaquin, and defendant is the County Superintendent of Common Schools in said county.

The amount of money sought to be apportioned — and which was directed to be apportioned by the judgment — is school money raised by state and county school taxes and is not money raised by special or high school taxes. It is claimed that it is the duty of defendant in his official capacity, to apportion the money to plaintiff under sub. 4 of Sec. 1858 of the Political Code, which provides that all school money remaining on hand after certain apportionments "must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year." The question is as to the meaning of the words "average daily attendance." Do they mean the average daily attendance in all the schools including the high school and evening schools? It is necessary to consider other sections and provisions of the Code, and of the Constitution, so that the intent of the legislature may be ascertained.

It is provided in Art. IX, sec. 5 of the Constitution that the "Legislature shall provide for a system of common schools, by which a free school shall be kept up and supported in each district at least six months in each year, after the first year in which a school has been established." Section 6 of the same article provides: "The public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature or by municipal or District authority; but the entire revenue derived from the State School Fund, and the State school tax, shall be applied exclusively to the support of primary and grammar schools." The provisions of the Political Code follow in this respect the constitutional provisions. It is conceded by plaintiff that the entire revenue derived from the State school tax must be applied exclusively to the support of primary and grammar schools, and that none of the money here sought to be apportioned, can be used for the support of the high school or the evening schools of said district.

Provision is made, in the various sections of the Political Code, for the formation of school districts in the several counties and cities and counties of the State. It is made the duty of the County Superintendent to apportion the school moneys to each school district as provided in section eighteen hundred and fifty-eight at least four times a year. If, in any district, there has been an average daily attendance of only five, or less, during the whole school year, the Superintendent shall suspend the district and report such fact to the Board of Supervisors. Pol. Code, sec. 1543. It is the duty of the Census Marshal of each district to take annually a census of all children under seventeen years of age, who were residents of the district on the 15th day of April, preceding the taking of the census. This census must include all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; the children of Indian parents, who pay taxes, and who are not living in the tribal relation, orphan children absent from the district whose guardians reside in the district, and native born Chinese children. Pol. Code, secs. 1634-37.

This census is the basis for the apportionment of public school moneys to the various districts. All children who are residents of the district must be counted, even if absent attending some other school. All schools must be open for the admission of all children between six and twenty-one years of age residing in the district, and must, unless otherwise provided by law, be divided into primary and grammar grades. Id., Secs. 1622–23.

All State school moneys, apportioned by the Superintendent of public instruction, must be apportioned to the several counties in proportion to the number of school census children between the ages of five and seventeen years, as shown by the returns of the school census marshals of the preceding school year. Pol. Code, sec. 1858. After the money is so apportioned to the several counties by the Superintendent of public instruction it is provided that the school superintendent in each county must apportion all State and county moneys as follows:

"First. He must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children, or fraction thereof not less than twenty school census children, as shown by the next preceding school census; provided, that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled

"Second. He must ascertain the total number of teachers for the county, by adding together the number of teachers assigned to the several districts.

"Third. Five hundred dollars shall be apportioned to each district for every teacher assigned to it; provided, that to districts having ten and less than twenty school census children, shall be apportioned four hundred dollars; provided further, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said district.

"Fourth. All school moneys remaining on hand after apportioning to the districts the moneys provided for in subdivision three of this section must be apportioned to the several school districts in proportion to the average daily attendance in each district during the preceding school year. Census children, wherever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years." Pol. Code, sec. 1858.

It will be noted that, under subdivision four of said section, the entire apportionment by the State Superintendent to the counties, and by the County Superintendent to the district, refers to census children as those between the ages of five and seventeen years. Each county gets its share of the State school moneys by counting the census children between the ages of five and seventeen years, whether such children are absent from the county attending other institutions of learning or not. So each district gets its share of the State and county school moneys, under the first, second, and third subdivisions of the section, by reference to the census children, or fraction thereof, whether such children are absent from the district attending other schools or not. It is therefore evident that it is the purpose of the law that all state and county school moneys shall be used exclusively for the support of the primary and grammar district schools. The proper proportionate amount for each census child of the district is thus intended to be given upon a just representation. Then the remaining moneys on hand must go to the several districts "in proportion to the average daily attendance in each district for the preceding school year." "Each district" refers to the district schools — to the primary and grammar schools. The whole object and intent of the several sections was to provide for the use of the public school moneys in the primary and grammar district schools.

The average daily attendance, upon the district school in each district, was thought to be a just basis upon which to apportion the remaining moneys. It was not intended to include the average daily attendance in a high school or evening school which was not entitled to any of such school moneys. This would be representation without taxation. If no part of the moneys can be used for such high school, or other institution of learning in the district outside the primary and grammar schools, why should such average daily attendance be counted? It can readily be seen that two adjoining districts of a county might have precisely the same average daily attendance upon the primary and grammar schools of each district; in one district there might be high schools and evening schools with three times as great an average daily attendance as the district school. Under respondent's condition the district, with such high school and evening schools located therein, would receive four times as much money as the other district. This money would have to be used for the primary and grammar schools of the district, thus giving each school child in the fortunate district four times as much money for his education as the less fortunate child in the other district would receive. The Legislature never contemplated any such absurd result. While it is not the business of the court to make a statute, yet in the interpretation thereof it must look at the context and the result that would follow in order to arrive at the intent. A literal construction will not always obtain, particularly when such construction leads to an absurdity. People vs. Crayeroft, 111 Cal. 544.

We advise that the judgment be reversed and the court below directed to dismiss the proceedings.

COOPER, C.

We concur:

HAYNES, C.
GRAY, C.

For the reasons given in the foregoing opinion the judgment is reversed and the court below directed to dismiss the proceedings.

GAROUTTE, J.
VAN DYKE, J.
HARRISON, J.

THOMAS J. KIRK, Supt. Public Instruction.

PUBLISHERS' NOTICE.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising partonage, and good will of the Golden Era, established in San Francisco in 1852.

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HARR WAGNER, Editor.

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The Official Organ of the Department of Public Instruction of the State of California.

PRESIDENT ROOSEVELT has issued a model Thanksgiving proclamation. It should be read in every schoolhouse.

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THE NORTHERN CALIFORNIA TEACHERS' ASSOCIATION has adopted regulations on professional ethics. These rules should be posted in a conspicuous place on every teacher's desk.

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THE NEXT great educational event in California will be the State Association at Pacific Grove. President Faulkner and the executive committee have matters well in hand.

***

PRESIDENT ROOSEVELT during the month has increased his popularity by several things that are not likely to find place in books on statesmanship: He refused to drive horses with bob-tails; second, he assisted a farmer in driving his cows within an enclosure; third, he sent his seven-year-old boy to a public school in Washington. His attitude is purely American, even on the little things of life.

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THE TEACHERS of Chicago have won a great legal victory. A few years ago there was a great shortage in the school funds. Teachers' salaries were unpaid. A committee of teachers began to investigate the revenues of the city of Chicago. It was discovered that the small holder paid his taxes, but the rich corporations and capitalists did not pay a proportionate amount. Agitation — then the law. Result — millions have been added to the assessment roll. Miss Haley, the leader in the movement, is heralded as Chicago's heroine.

***

MR. JOHN DEWEY has coined a new sentence. It is, "Education is not a preparation for life. It is life itself." Prof. Dewey has not had the experience of a strenuous life in the fierce mart of competitive trade, or he would distinguish a slight difference between a preparation for life and life itself. Education cannot put its limitations on life. Life is broader; its horizon stretches outward beyond the education of the man and the child. Life does not conform to the laws of education, but education conforms to the laws of life.

***

PRESTON W. SEARCH has written a book. It is called "An Ideal Book or Looking Forward." The book is dedicated to "President G. Stanley Hall, America's Greatest Educator." There are a number of people who will not read the pages that follow on account of the dedication. Had Prof. Search said "To America's Greatest Educators," and allowed his readers to guess whether Hall, Butler,

Harris, Dewey, Parker, Andrews, Eliott, Russell, or anyone of a hundred names that might be mentioned, was meant, then there would have been some curiosity. It is not safe to dedicate a book to any man who is not yet dead, both professionally and physically. The book, however, is a sincere and earnest effort. This plea for the new is well put:

"At the very beginning of this conference I wish to advance a fundamental proposition: *we must reconstruct our educational system.* Not that it has not accomplished much good in the past, but because the time has come when we should rise to something better. We have been traveling at a rapid rate in these latter days in science, invention, economics, and art. The schoolman must keep pace with the world's demands. His methods have been too passive, too profligate, and too inert. The school must be built fundamentally for the pupil. It must be more democratic and afford coequal opportunity to all children. It must accord with Nature. It must conduct its work by the active method. It must recognize heredity, environment, innate faculty and trend, and give opportunity for spontaneity, creation, choice and self-government. It must depart from uniform requirement and recognize the supreme importance of an education of differences. There must be the removal of all false incentive and the substitution of the performance of work from pure love for work and because it is right. The school must be the promoter of health — physical, intellectual, and moral. Given its constituency, it must be responsible for results. The product of the school must be the free, enkindled soul, alive to observation, trained to habits of industry, original inquiry, and artistic enjoyment — a creator in the world of action — a self-governing, independent-thinking, and wealth-controlling citizen."

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At the banquet recently held in Chicago by the Marquette Club in commemoration of the great fire, Booker T. Washington, one of the guests, brought the banqueters to their feet by relating an incident of an old colored woman dropping her handkerchief while crossing the street of an Alabama town. A white man picked it up and returned it to her, removing his hat as he did so.

"Who are you?" demanded a man who witnessed the act.

"I am the governor," was the quiet response.

"That governor has just been appointed a judge of the United States by President Roosevelt," said Mr. Washington proudly, but without referring to the fact that the selection probably had been influenced by his suggestions when the President recently asked his advice on southern appointees.

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Prof. March of Lafayette College at one time went to Germany to study Anglo-Saxon. He registered at Leipsic; then interviewed the professor in charge: "What text do you use?" asked Prof. March. "We use a book written by a countryman of yours—a Prof. March," was the reply. Explanations followed, and it was decided that the course in Anglo-Saxon, with his own book as a text, would not add to the linguistic accomplishments of the noted linguist.

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The growth of high schools in this state is something tremendous. There is not only an increase in new schools but a large increase in the attendance in the well established schools.

Superintendent Burt Jay Tice, Massachusetts: Discipline is fundamental: not simply because order is necessary, but also because character-building should be the chief object of the school, and discipline is the basis of character-building.

WESTERN SCHOOL NEWS.

EDUCATIONAL MEETINGS.

The California Teachers' Association, Pacific Grove, December 30, 31, and January 1, 2, 3. R. D. Faulkner, president; Mrs. M. M. FitzGerald, secretary.

The Southern California Teachers' Association will hold its session in Los Angeles, December 19-20. Lewis B. Avery, president.

COUNTY INSTITUTES.

Los Angeles County, Supt. J. H. Striue; December 16, 17, 18.

Santa Barbara County, Supt. W. S. Edwards; December 16, 17, 18.

Orange County, Supt. Greely; December 16, 17, 18.

San Diego County, Supt. Baldwin; December 16, 17, 18.

Kings County, Supt. Graham; December 16, 17, 18.

Sacramento County, Supt. B. F. Howard; November 25, 26, 27.

San Joaquin County, Supt. E. B. Wright; November 25, 26, 27.

Santa Clara County, Supt. L. J. Chipman; November 25, 26, 27.

Tulare County, Supt. Crookshanks; December 16, 17, 18.

Fresno County, Supt. Ramsay; December 16, 17, 18.

Notes.

The schools of Redding are very much overcrowded.

Superintendent W. C. Doub lectured in the M. E. Church in Delano on "Course of Study," October 18th.

Arthur Lewis of the Visalia High School has been arrested for assault and battery on one of the high school pupils.

State Superintendent French of Idaho says there is a scarcity of teachers in her state, and is ready to encourage good teachers.

Mrs. Mary W. Kincaid has proposed a plan for the construction of portable schoolhouses to relieve the overcrowded condition in certain sections.

Dr. F. B. Dresslar will be the principal institute instructor at the Fresno County meeting. Superintendent Ramsay will also arrange for a trustees' meeting in connection with the institute.

The dedication of the new high school building was one of the events of the month at Berkeley. Superintendent Kirk of Sacramento and others were in attendance. The building is an inspiring structure and it reflects great credit on Mr. Stone, the architect, the trustees, and all who have had anything to do with its construction.

President Benjamin Ide Wheeler has returned from a visit to the East. He was received by President Roosevelt, and was one of the guests of honor at the Yale bi-centennial.

President Lewis B. Avery of the Southern California Teachers' Association will have among the noted instructors, Livingstone C. Lord, C. C. Rounds, and E. Benjamin Andrews.

The City Attorney of San Francisco has ruled that the rule which the City Board of Education has previously enforced that a teacher who marries loses her place in the department, is illegal.

H. E. Longnecker, of Redding High School, has been elected to succeed A. W. Atherton in the Berkeley High School, and Miss Mabel Palmer of Palo Alto has been elected to succeed Professor Longnecker at Redding.

Miss Jessie B. Harrell has been elected to a vacancy in the Bakersfield school. Miss Harrell is a graduate of the Oakland High School and of the San Jose Normal. She will undoubtedly make a record as an expert teacher.

Fourteen of the county teachers met in the east side schoolhouse at Madera, October 26th, and organized a teachers' club on lines greatly differing from those which were followed last year. It will be the aim to get the parents and all those who are interested in education to join and enter the discussions which will be held from time to time.

The officers elected were: J. G. Smale, president; Miss Bose, secretary; Miss Glenn Bovard, treasurer.

Canal School, Merced County, opened this fall under favorable auspices. Mr. Peebles Shoaff of Springfield, Illinois, has charge of the grammar department, and Mrs. A. C. Walden has the primary department.

The watchword all along the line is progress. The trustees are interested in the work of the school, also in improving the appearance of the schoolhouse and grounds. We hope to have a lawn in front, a few flowers, and shade trees scattered about the playground. We want a piano in the schoolroom, pictures on the walls, cleanliness, order, and beauty everywhere.

The Santa Rosa teachers have organized the Teachers' Club. They met recently in the office of the high school and took the necessary steps and also adopted a plan of procedure.

The first book to be studied will be Dewey's "School and Society." The work will be outlined by Principal E. Morris Cox, at the request of the teachers, as this plan has proved the most satisfactory one hitherto tried. The first regular meeting of the club was held in the high school office on Tuesday evening, October 22nd. It has been decided to invite all teachers of outside schools who are living in Santa Rosa or convenient to this place, to attend the meetings of the club and take part in the discussions.

The Normal Club and educational organization in San Jose, which did much good work last year, has been recently reorganized for the ensuing year. The Club is made up of an alliance among the Alumni of the San Jose Normal School, the Senior class of the normal school, the county teachers of Santa Clara County, and the normal school faculty. Professor Woodruff of the University of California will deliver a series of addresses to the Club on nature study. The club will attempt this year to get at the underlying meanings of nature study as a branch of public school work. The officers for the ensuing year are: H. M. Bland of the normal school faculty, president; D. F. Bateman of the San Jose city schools, vice-president; Genevieve Nicholson of the June class of 1902, Secretary.

The County Board of Education of Sacramento County recently held an adjourned meeting with the committee appointed to prepare a program for the County and City Institute.

A program was agreed upon, and it was decided to have as outside lecturers, Superintendent Edward Hyatt of Riverside County and Mrs. Mary W. George of the San Jose Normal School. State Superintendent of Public Instruction Kirk will deliver an address on the first morning of the institute. The institute will be divided into sections for morning work, the sections being high school, grammar school, primary school, and kindergarten. Each section will have four questions to discuss, and teachers are being assigned leaders and to take part in the discussions.

The city superintendent of schools, William A. Wilson of Santa Barbara, filed reports showing the attendance of pupils in various school departments during the past month. He also gives figures of last years' attendance, the comparison showing a healthy increase in the number of children attending schools here.

The enrollment at the high school now is one hundred and ninety-two pupils. The month's attendance showed daily average present of one hundred and sixteen. The enrollment in the grades is 1009, with an average attendance of nine hundred and two. The kindergartens show one hundred and fifty names on their books and a daily attendance of one hundred and seven. This makes the total monthly enrollment of the schools 1351. The monthly increases for the last three months, over the same three months last year, are 135, 142, and 107.

Placer County Institute was convened Monday, October 7th by P. W. Smith, superintendent. Only two absences were reported, eighty-three teachers responding at roll-call. Considerable attention was given to drawing work, Prof. Augsburg being present to instruct the teachers. Dr. Dresslar addressed the institute on "Nature Study," "Arithmetic," and other topics. His lectures were greatly enjoyed by those in attendance. Prof. McManis spoke on the subject of "History." Institute adjourned on Friday.

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Thanks.

BISHOP, Inyo County, Cal., Oct. 23, 1891.

Harr Wagner; Editor Western Journal of Education:

DEAR SIR—I know how valuable your time must be, but I must encroach, to express my appreciation of the October number of THE WESTERN JOURNAL OF EDUCATION.

It certainly contains the best collection of educational articles I have ever read.

Many thanks for the inspirations I have received from the perusal and study of this number.

CLAY HAMPTON,
Superintendent of Schools of Inyo County.

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There is a small Frye, a sweet Cuban-American lady, in the home of Alexis E. Frye at San Bernardino, Cal., and a multitude of friends wish the home great joy.—New England Journal of Education.

Teachers' Institutes.

GLENN COUNTY.

The Institute of Glenn County, held at Willows, October 28, 29, and 30, was one of the most successful ever held in the county. The officers were: Superintendent F. S. Reager, president; Mr. H. J. Boke, principal of the Willows High School, and Mr. Hunter, vice-presidents; Mr. J. H. Birch and Miss Ina Jackson, secretaries. The papers and discussions by the local teachers were of a high order, and indicates that a progressive and harmonious body of teachers are in the county. The instructors from abroad were Hon. Frank J. Browne, ex-superintendent public instruction, State of Washington, and Dr. F. B. Dresslar of the University of California. The Institute closed with enthusiasm, and most of the teachers attended the Association at Chico.

LAKE COUNTY INSTITUTE.

The Lake County Institute met at Lower Lake, October 22, 23, and 24. The teachers were earnest and appreciative, and made it a pleasure for all who had a place on the program. The instructors were Prof. D. R. Augsburg of the Oakland city schools; Frank J. Browne, ex-superintendent public instruction, State of Washington; and Rev. H. Clay Eastman. Mr. Augsburg created great interest by his original methods in teaching drawing; Mr. Browne presented the subjects of geography and history, recommending the teaching of general history in the grades below the high school; Mr. Eastman exemplified his principles and methods in vocal expression, and his work will leave its effect upon the practical methods of teaching reading in the schools of the county. The evening lectures, which were all attended by large audiences of teachers and citizens, were: "A Trip to China," by Rev. M. Whelan; "The Stratford Schoolmaster" by Frank J. Browne; "A Chalk Talk," by Prof. D. R. Augsburg. At the close of the Institute the teachers enjoyed a bountiful banquet as the guests of the citizens of Lower Lake, and went home to their work feeling that their efforts for the schools were appreciated by the public.

TEHAMA COUNTY INSTITUTE.

Miss Nangle called her institute for Red Bluff, October 28, 29, 30. Her instructors were: Edward Hyatt, Frederic Burk, Frank J. Browne, Harr Wagner, and Mrs. Sweezy. Miss Nangle deserves the prize for the publication of the neatest and most artistic program issued this year. It is a model of the printer's art. Quite a number of the teachers took part in the program. The three evening lectures by Hyatt, Browne, and Wagner were well attended.

Superintendent Nangle has a large and devoted body of teachers that show quick appreciation and reponse to the higher aspirations of the professional student.

SHASTA COUNTY INSTITUTE.

Margaret I. Poore, county superintendent of Shasta County, held her institute in Redding. She secured as lecturers President Frederic Burk, Dr. Edwin Starbuck, and Frank J. Browne. The institute was conducted on the plan outlined last year by Prof. Cubberley. The teachers showed excellent preparation, and the three days were profitably spent in timely talks and addresses. Miss Poore has the love and coöperation of her teachers.

YOLO COUNTY INSTITUTE.

Mrs. S. E. Peart held the Yolo County Institute at Woodland, October 28, 29, 30. The instructors were J. W. McClymonds, A. B. Coffey, Dr. C. R. Brown, Supt. Thomas J. Kirk, and Harr Wagner. The teachers took an active part in the program. Mrs. Peart entertained the instructors and a number of teachers in her hospitable home. Every feature of the institute was a success, and it proved that Mrs. Peart was a successful and courteous manager of public meetings.

Supt. C. G. Kline held his institute October 28, 29 and 30. Prof. McManis of Stanford University and Mrs. Jennie Brothers were the instructors. The teachers took an active interest in the program. Mrs. Brothers' lessons in drawing proved to be a useful feature of the program.

Supt. Dunn of Butte held his institute at Oroville. It was a lively session. Miss Jennie Long and T. H. Kirk were among the instructors. Supt. Dunn delivered a well prepared annual address. After the institute the teachers attended the Northern California Teachers' Association at Chico.

The Plumas County Institute.

Superintendent Donnelley called his Institute this year for the week beginning October 8th, and provided a program for four days' work. It has long been customary for the Institute in this Alpine region to be ushered in by a rainstorm; but this year the heavens smiled and the teachers were glad. Quincy, the county seat, is in the midst of a valley of green meadows, walled in by the jagged mountain ranges of the high Sierras. These ranges are clothed by heavy forests of pine and cedar, with a plentiful undergrowth of dogwood, oak and maple. In October this undergrowth takes on its most vivid autumnal colors—brilliant reds and yellows, lavenders, salmons, pinks and all the possible intermediate tints. These colors flaming o'er all the landscape, with the somber pines for a background, make a wonderful sight, worth a trip to the mountains to see.

The most striking feature of the Institute was the way the local teachers took part in it. Everyone was placed on the program; and everyone, besides performing her regular duty, took part in the discussions; and nearly everyone besides took part in the musical exercises. This made things go off with a cheerful unanimity that was pleasant to see.

Another pleasant thing was to see the interest taken in the Institute by the PEOPLE of the country. Many of the leading citizens and county officers, including the Superior Judge, were regular in their attendance; and some came from a distance of forty miles and remained for all the sessions.

Superintendent Donnelley himself is a ready and forcible speaker, and he led many of the discussions himself with happy effect. He was accompanied this year by his piquant and entirely delightful wife, "she that was Katie Mullen." Those whose memories go back half a dozen years will remember her as a graduate of the San Jose Normal and as a county superintendent herself. She is still known and loved all over Plumas County.

For outside workers the Institute had the Hon. Frank J. Browne of Berkeley and Superintendent Edward Hyatt of Riverside County. Professor Browne spoke on history, urging larger, wider plans of teaching it; on language, pointing out the use of stories in language work; and on geography, introducing the rudiments of all the sciences in regular geography work. He delivered an evening lecture on Shakspeare from a psychological standpoint that was highly appreciated by teachers, and people, too.

Superintendent Hyatt has become a familiar friend rather than an institute instructor to the teachers of Plumas County. He was kept busy by consultations on the various troubles that had actually come up, in schools, and in arranging various exchanges and correspondences for the future. His work before the Institute on the teaching of English on the management of school libraries and on the care of school property was vigorous and lively, and it was very kindly received.

An unusual honor was conferred upon one of the new teachers, Miss Tillie Kruger, in making her the orator for an evening lecture. Miss Kruger is a recent graduate of the University of Nevada, and is at present teaching in the Greenville school. Her theme was an eulogy of President McKinley. She was greeted by a crowded house, and delivered her oration with dignity and to the pleasure and satisfaction of her hearers.

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Report on the Study of Agriculture in our Schools Made to State Grange.

BY C. W. CHILDS.

Agriculture, with its various subdivisions, has always been in civilized countries the most important work of man. In ancient times it was the art of all arts, and in some countries, as Egypt and Assyria, the water of rivers was used to good advantage in the cultivation of the soil. It is only in modern times, however, that this great subject has been studied scientifically, and now it is receiving the attention of some of the best minds in the world.

A mere enumeration of the subdivisions of the United States' Department of Agriculture will give some idea of the importance and magnitude of the aid given to scientific agriculture by our national government: Bureaus of the Weather and the Animal Industry; Divisions of Dairy, Chemistry, Entomology, Botany, Pomology, Agrostology, Forestry, Irrigation, Vegetable Physiology, Experimental Gardens, Public Roads, Foreign Markets, Statistics and Publications.

In Europe, agricultural colleges and schools are numerous and well supported. In the United States these schools have received considerable attention within the last ten years. As yet our agricultural colleges are weak and poorly attended. The principal source of their weakness is the want of sufficient funds to pay competent instructors and to provide suitable laboratories and experimental gardens. We must ask the State Legislature to appropriate a larger fund for the use of the Agricultural Department of our State University. The funds now wasted on county fairs should be given to this department. An experiment station could then be established in this valley, and some much needed investigations made in orchards, vineyards, gardens, and grain fields by scientific experts. All scientific agricultural work should not be done in laboratories. Some of it ought to be done in the "field," observing the work of farmers and horticulturists, and studying subjects and conditions as they are found on our farms and in our orchards. Some agricultural pedagogy should be given to students of the agricultural college in order that they may be properly prepared to assist

in the introduction of the study of agriculture—now called nature study—into our public schools.

Require our normal schools to set aside part of their grounds for school gardens and to give more time to nature studies. The latest efforts of pedagogy have been directed toward harmonizing school instruction with the demands of practical life. Our times demand an education largely based upon a broad knowledge of the natural sciences.

As that instruction is best which is based on or derived from actual observation, whose fruits the pupil gains by his own labor; and as the school garden is the richest storehouse for lessons in the natural sciences. it necessarily follows that gardens are a valuable adjunct of modern normal schools An institution like the school garden that combines so many educational forces will not be deprecated by prudent educators.

In Europe, especially in Austria, Switzerland, and Belgium, the rural schools have school gardens, and systematic nature study is as much a part of their school work as is arithmetic and geography.

In these countries the study of horticulture is compulsory in the public schools. In Belgium, each rural school must have a garden of at least 39½ square rods, to be used in connection with instruction in botany, horticulture, and agriculture. The government grants 6,000 francs annually as prizes among pupils who have excelled in this department of study.

In this country some of our states have made a beginning of nature study in their schools. In New York the Legislature appropriates annually $35,000 to be paid the Cornell College of Agriculture, to be expended in giving instruction by means of schools and lectures and in conducting investigations in horticulture and agriculture. The main object of this work is to prepare the way for nature study in her public schools. As an aid to teachers in qualifying themselves for this work, the university issues leaflets, some of which describe the nature of the work to be done, while others give sample lessons in full. In a few years the teachers of New York will be prepared to do all this work in their schools.

In this state the time is at hand for the introduction of some nature study work in our public schools, but we must proceed slowly. Very few of our teachers are now prepared to teach this subject. and we have learned from experience that we must enrich the teacher before we can profitably enrich a course of study. If our universities and normal schools give this subject proper attention, we shall soon have many teachers prepared to take up this important work.

The introduction of nature study into our public schools need not crowd our course of study, as some may fear, for we may profitably cut out of several subjects now in the course, considerable matter that is useless, and by combination and alternation of certain subjects, which ought to be done any way, make the course of study more interesting and effective.

BOOK REVIEWS.

"Lincoln in Story" is a fascinating book edited by Silas G. Pratt and published by D. Appleton & Co.

Herbert Bashford, author of "Songs of Puget Sea," has in press a new volume of verse entitled, "Forest Ranges and Other Poems." Mr. Bashford has recently located in California.

Emory E. Smith of Palo Alto is issuing a souvenir edition on the California poppy. It will be one of the most unique books ever issued in the state, and will be of rare value.

Silver, Burdett & Co. have issued "Asgard Stories, Tales from Norse Mythology," by Mary H. Foster and Mabel H. Cummings. It has no special features to commend it over dozens of other books covering the same topic.

J. B. Greenough and G. L. Kittredge have written a great book entitled "Words and Their Ways in English Speech." The treatment of such subjects as "Fashion in Language," "Slang and Legitimate Speech," "Fossils," etc. are scientific, delightful, and rare. The book is one that every student of the English language will want.

A fitting climax to a year of remarkable advancement is "The Delineator" for December, between the covers of which is contained a rare collection of special features of varied interest. The winter fashions are pictured and described in detail; there is a delightful article on the Floral Fetes of Japan, illustrated in colors; the home surroundings of several stage favorites are entertainingly presented and described; there are three splendid stories by well-known authors, together with illustrated articles on holiday fancy-work and home-made gifts; new recipes, entertainments, and a wealth of other material of a seasonable nature, devoted to the pleasure and profit of every member of the household.

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Northern California Teachers' Association.

The Northern California Teachers' Association held an interesting session at Chico, October 31, November 1 and 2. It was a great success. President Jordan, President Burk, Dr. Burt Estes Howard were prominent features of the program. President Van Liew of the Chico Normal made a notable address on "Professional Ethics, which will be published in the December number of this journal. Butte, Sutter, Yuba, Yolo, Colusa, Willows, Tehama, Shasta, Trinity, and Siskiyou sent delegates. Tehama, however, under the direction of Supt. Nangle, received the banner for the largest percentage of attendance. The officers elected for the ensuing year were: President, E. I. Miller of Chico; first vice-president, C. R. Kline; second vice-president, Margaret I. Poore, Redding; recording secretary, E. E. Miller, Redding; corresponding secretary, V. A. McGeorge, Redding; treasurer, J. D. Sweeney, Tehama; executive committee, George Springer, Oroville; G. B. Lathrop, Germantown; C. C. Thompson, Marysville.

Redding was chosen as the next place of meeting.

The following resolutions were adopted. The resolution on professional ethics was the result of President Van Liew's address, and should be carefully read by all:

WHEREAS, The trustees and the teachers of the Chico State Normal School have allowed the Association the free use of the Normal buildings; the citizens of Chico have been unremitting in their kindness toward the Association and in their cooperation with it; the local committees and the teachers of the Chico public schools have been untiring in their efforts for our comfort; the press of Chico has favored us with full and impartial reports; prominent educators and others have helped to make the program interesting and profitable; and the officers of the Association have performed their several duties in a most efficient and satisfactory manner; therefore, be it resolved, that each and everyone of these is entitled to the sincere thanks of the Association.

RESOLVED, That meetings of the Association ought not to be permanently located in any one place.

RESOLVED, That the Northern Association favors a compulsory education law that can be enforced.

RESOLVED, That the Northern Association should advocate the passing of a law allowing teachers a day or more during the year to visit other schools in their county under the direction of their respective superintendents.

WHEREAS, It would be highly satisfactory to the members of this composite association to have at one of the general sessions of 1902 an hour's discussion in common based upon a thoro study of some educational topic, therefore, be it resolved that our presiding officer shall appoint a committee whose duty it shall be to select such subject and to notify the members of the Northern Association thru the county superintendents.

RESOLVED, That the State Board of Education deserves the highest commendation for its efforts in favor of a broad interpretation of the State School Text-book Law in the interest of the children of the state, whereby the liberal use of supplementary works is permissible.

WHEREAS, We, as teachers of Northern California in Association assembled, recognize the necessity of establishing an ethical code for the high profession of which we are members, and one in keeping with similar codes maintained by other professions.

Therefore, be it resolved that we submit the following as the standard and code of our profession: First; belief in, and active fidelity to the teacher's calling as a field worthy of specialized and of the highest ethical devotion in service to society. Second; willingness to rest the joint causes of the teacher and of education upon the intrinsic merit, power, and expertness of the teacher. Third; freedom from political machinations or manipulations in all matters affecting private or personal interests. Fourth; freedom from the use of friends, pulls, rings, or commercial concerns of any kind as grounds for fitness for any position or for advancement of any kind. Fifth: The transaction of all business touching employment, salary, tenure of office, and the like, solely and directly with the recognized employing power, be that power a board of trustees, or a principal, or a superintendent to whom is granted the power of nomination or selection of teachers, and who is therefore held in part responsible for their success. Sixth; fidelity to, and acquiescence in the decisions of such employing powers, excepting only those cases which permit a just and legal appeal to proper authorities. Seventh; mutual support among all members of the profession, at least to the extent of refusing to underbid or in any way to undermine another in the contest for a position. Eighth; free individuality in the exercise of the teacher's art within the just limits of supervising authority. Lastly; the moral support of all bodies possessing supervising authority in all the legitimate efforts they may put forth in behalf of the ethics of the profession.

Supt. J. A. Scott of Yuba County held his institute in Marysville, October 28, 29 and 30. The principal instructor was Prof. T. H. Kirk of Santa Barbara. His talks was greatly appreciated by the teachers and others.

Tribute to Memory of Agnes Manning.

The following resolution has been adopted by the Public School Teachers' Mutual Aid Society:

It is with deepest sadness that the Teachers' Mutual Aid Society pays its tribute of respect to the memory of our beloved friend and colleague, Miss Agnes M. Manning. Few, if any, have left a stronger or more lasting impress on the educational system of our city and our State. Every measure for the advancement of the best interests of that system found in Miss Agnes M. Manning an earnest advocate. For every such movement she stood at the front. Fearless, true, honest, her voice and influence were always for the right.

Miss Manning was a woman of extraordinary mind, great literary ability, broad, generous, unselfish. She devoted her life and powers to the betterment of all humanity. She has made us, each and all, her personal debtors.

Resolved, That in the death of Miss Agnes M. Manning the Teachers' Mutual Aid has lost one of its oldest, best, and staunchest friends; that it will ever miss her presence, her guiding voice, her honest counsel.

Resolved, That to those near and dear to her, the Teachers' Mutual Aid extends its sincere sympathy and says: "Your loss is also ours."

Resolved, That these resolutions be incorporated in the records of the Teachers' Mutual Aid Society and a copy be sent to the near relatives of Miss Agnes Manning

Committee on Resolutions — Mrs Mary Prag, Miss Mary Haswell, L. A. Jordan.

A Collection of Poems

Arranged by Grades and Recitations

POEMS FOR MEMORIZING Contains the complete list of Poems selected by PROF. ELLWOOD P. CUBBERLEY, of Stanford University. Compiled, graded and arranged by

ALICE ROSE POWER

These selections have actually been tried in the different grades and approved by practical teachers It contains the complete list of poems for grade work recommended by Prof. Cubberley for grade use with the exception of three or four. The literary and ethical value of these poems easily makes it the most valuable list of poems published for school use. The poems are selected from approved original sources. As a desk book for teachers, as a library book for pupils and parents, as a reader for all classes, it furnishes the best material that can be obtained anywhere.

The book contains upwards of 200 pages set in clear, long primer type, printed on delicately shaded paper so that the children's eyes are not injured while memorizing.

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"You have done a good piece of work." — Prof. Elwood P. Cubberley

"It is a splendid collection." — Supt. Geo. S. Ramsay.

"It is the finest collection I have seen Send me six copies for the Teachers' Library." — Supt. Hugh J. Baldwin.

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The Board of Supervisors of Fresno County accepted the resignation of Louis K. Webb, as member of the county board of education, and elected C. T. Elliot of Selma to the vacancy. Webb, who was formerly principal of the Union High School at Clovis, has left the county for another field.

In the Great National Tragedy—What Lessons?

In Civics and Citizenship — How vain the blow of the assassin at the machinery of the government which moved on as if he had not been. How interesting — how unforgetable — the study of that machinery at such a time.

In History — Which thrilled to the ends of the earth by telegraph and cable, thundered in ten thousand presses; in the indignant voice of Civilization and woke the echoes of Past History until its figures lived again.

In Language — What inspiration in the vivid pictures of this epoch making time — in a topic which is on every tongue.

In Geography — Every nation in the world flashing its sympathy to the Great Republic.

In Business Methods — How the great ship of Commerce for a moment quivered at the shock, and what an insight into the resources of Financial Science instantly brought into play for her protection.

In Physiology — Hygiene — Anatomy. — There the world watched with bated breath the vain but marvelous skill of the physicians, and with heart beating between hope and despair counted the pulsations of the dying President.

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BOOK REVIEWS.

The "Sunset Magazine" for November has within its pages adequate charm for all who love the presentation of the industrial features of our State in an artistic manner. The leading article is entitled "Basket Makers," by George Wharton James. H. Robert Braden has some fine lines in his Thanksgiving Reverie.

Kind Nature drops her gentle veil
O'er all the earth; full soon her tired children
Close their eyes and, borne by unfelt hands,
Pass thro' the gates invisible to lands
Serene, wherein, th' imagination's bars let down,
All men are kings and all maids wear a crown.

But not alone 'twixt hours of dark and dawn
Do wistful hopes come true and wishes find fulfilment—
As this will tell.
For, glancing idly o'er the table's snowy field,
A crystal bowl I saw, with fruits up-piled,
A multifarious group of gorgeous hue,
Whose parent stems drank in the sunshine and the rain
'Neath distant skies.
By musings thus beguiled, insensible of time,
Methought I crossed broad fields
And climbed the mountain tops, nor paused
Until, descending to the fertile vales,
I trod the El Dorado of my dreams.

* * * *

While the soft air vibrated with her words,
In place of groves and intertwining rows
Of verdant ribands, now, long lanes of
Leafy trees appeared, whose over-arching boughs,
If unsupported, long ago had fall'n
'Neath the burden of the gifts they bore.
The Sun pours down his mellow warmth,
Peaches, in velvet clad, and Apricots of gold,
Nectarines, ruby-sided, Prunes all silver bloom,
Are ripening fast; the husbandman must haste to gather in
The harvest pendant there in rich profusion.

"Horses of California From the Days of the Mission to the Present," by James Cain Simpson, is an important article. One of the future numbers will contain a description of Fremont Park, illustrated, and "The Home of Joaquin Miller."

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How an Amusing Book for Children Came to be Written.

There is a large class of people, past middle age, in every community, who are "good in geography." Friends come to them, instead of consulting the atlas, to find out where this town or that river is situated, and they can generally tell. Mrs. L. C. Schutze, the author of "Amusing Geography," asked a number of elderly ladies, whose accurate knowledge of geographical facts was an astonishment to their friends, how it happened that they remembered so well, and the answer invariably was in substance, "We sang our geography lessons when I went to school; all that I sang I remember, the rest I have forgotten—well, except the shape of Italy; that is like a boot, and I never forgot it on that account." Many added that Cuba looked like a lizard on the map, and that they could always see a whale in Lake Erie, and that helped them to keep these shapes in mind. Without exception those outlines which had been remembered were connected with some object or animal. From this, "Schutze's Amusing Geography and System of Map-drawing" had its inception. In this book States and countries are compared to familiar objects, some with much humor, as when Ireland and England are pictured as a "parrot and monkey that can never agree."

All of the State flowers are shown, as well as the emblem flowers of France, England and Germany. Many little songs, set to lively and familiar airs, teach the best method of drawing the maps. Riddles and conundrums that cause the boys and girls to put on their thinking caps finish a book which can be used by teacher or parent to arouse a new interest in the study of geography. Published by Whitaker & Ray. Beautifully printed and bound. Price $1.00.

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Work and Play in Adolescence.

BY PROF. M. V. O'SHEA.

University of Wisconsin.

Abstract of a paper read before the National Educational Association.

In play, energy runs out along the lines of least resistance, lines that represent the great fundamental instincts of the race. What the race has always done, the individual now does easily, naturally, pleasantly, spontaneously; he plays it, that is to say. But what is new and complex in racial action is difficult for the individual: the way of action is not ready formed for him; he must open up new avenues by his own efforts; these are the lines of greater resistance, and to follow them the individual must work. Play unifies and solidifies personality; in work, that is only drudgery, there is often disintegration of personality, because of the conflict of interest and authority. But yet a youth must work if he is to become adapted to the extremely complex environment into which he is born. Life is certainly more complex to-day than it was when the race was at the starting point. The crude instinctive actions which served well enough when thidgs were simple are now wholly inadequate to successful living, and in some instances are hostile to the best success in life. The race is ever growing more altruistic, and the scope of individual action must grow more restricted in a certain sense, in the sense that purely selfish deeds which characterize the early years of life must be more and more inhibited; the boy must observe the golden rule to-day more fully than his ancestors have. The sphere of knowledge is widening every day, and the adaptations to the world which this gives are growing more complex and intricate, but at the same time more perfect and desirable. And these higher phases of life must be mastered by effort; youth must work, that is to say, if maturity

is to be happiest and most successful. Play gives mastery of only the simpler processes of living; the fundamental requisites are certainly gained in this way, but everything finer and more subtle and complicated comes only by diligent application, and that not voluntary and spontaneous in the start at any rate. Growth in the higher reaches is secured only by struggling; the tendency is to stop on the lower plane of development, where the fundamental instinctive activities suffice to keep body and soul together, and there must be constant pressure brought to bear upon the learner of life's ways to get him to ascend to the point which the race has reached in social, and intellectual, and ethical, and even physical living. The boy will not undirected, unaided, and unforced equip himself for the duties and privileges of life in civilized society by making his own the insight, and power, and skill, and control which history, literature, science and mathematics give; other and simpler things will appeal to him too immediately and seductively.

And what then is the doctrine? Youth climbs the mountain of life most naturally and in a sense most effectively by play, but the topmost point can be reached only by work; what is the golden mean? There is seen to be a harmonizing principle, when it recognizes that work becomes most effective when one has an end in view to attain by his efforts. If there is nothing but a blank wall ahead of him, his life will be miserable indeed. Work must always have a clear goal in sight toward which it tends, and this must be worth reaching. Mere drudgery for the sake of discipline alone disintegrates personality; kills initiation and spontaniety; the activities it produces are always the results of force imposed from without Drudgery which is not tributary to some useful end does not stir the inner life to noble impulses, it does not result in that organization of the being where all works together in harmony. And youth is the time of all others when things that receive any consideration must have a life relation; they must help to solve some of the problems that confront a mind coming up rapidly to the meaning and responsibilities of existence—problems of a social, and ethical, an intellectual, and a physical character. Anything which promises to be a guide to youth through the unknown country which it is entering will be mastered, no matter what effort is required to attain it. And herein lies the possibility of making work effective, of leading the adolescent boy and girl to apply themselves to tasks that are hard, and in themselves uninteresting and unattractive, but they lead somewhere. If the history and literature of the high school are made to illumine the dark places of the pupil's every day life; if the geometry gives his mind poise and stability in the midst of phenomena which would otherwise be distracting and unsettling; if the physics be made to interpret the real world of forces acting in the pupil's environment; if grammar be made wholly tributary to the right use of language in the every day needs of a student; in short, if the school leads the student to see the significance of the work that must be done for successful living, then it loses its aspect of drudgery, and the pupil will put forth his strength upon it, as he does so freely expend himself on his baseball, or his billiards, or his novels, and on other things which touch his life. One need have no fears in saying that a youth can not be led into participation in the highest life of the race without tremendous effort on his part; modern life is altogether too complex, too involved, to be mastered in a free and easy way. The youth who will not strain himself, who will not gird up his loins to do battle with ignorance and sensuality, will forever forfeit the happiness which comes from a broad, deep knowledge of the world, and a consciousness of a mastery over it. But the end of effort, of struggle, must always be the comprehension and conquest of one's self and the world to which he is related, and the youth must be made to see his progress toward this end in his work, when all the powers of his being will become co ordinated in the effort to attain it.

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WHAT THEY SAY.

John A. Stewart.—In the grammar of life the great verbs are To Be and To Do.

Florida School Exponent.—A pessimist is an egotist who foolishly imagines the sun sets every time he shuts his eyes.

Matthew Arnold.—Not a having and a resting, but a growing and a becoming, is the character of perfection, as culture conceives it.

Dr. Alice B. Stockham.—In the children you have a storehouse of untrained power, tremendous energy demanding ways and means for expenditure.

Henry Sabin, Iowa.—There is actually some danger that the teacher will know too much. Better draw water from one clear, living spring than from a hundred shallow ponds.

Superintendent J. J. Allison, Joliet, Ill.—Manual training and domestic and industrial science will intensify the interest in the common school studies, and make the pupils effective in their use.

Robert J. Aley.—Good, old-fashioned counting should be dignified in our schools. It is correct from the arithmetical standpoint, and it seems to fit admirably to the mental condition of the child.

Frederic Allison Tupper, Boston—Self-sacrificing service can never go out of fashion, for it is above and beyond fashion.

Rules Governing the Recommendation of Teachers, Chico State Normal School.

In the belief that the old time general recommendation which it has been the custom for members of Normal School faculties to indite and to address "To Whom It May Concern," or "To Any Board of Education," are very generally valueless, the faculty of the California State Normal School at Chico have passed the following regulations by which to be guided in the future in assisting their graduates to secure positions. In adhering to them it is their purpose to avoid the stereotyped and formal statements which ordinarily get into such recommendations and to substitute letters which shall discuss each candidate upon his individual merits. It is the purpose to make each individual picture thoroly honest and specific, and exact in details, a revelation not only of scholastic and professional acquirements, but of living personality and of social and business qualities especially as revealed in the life of the student during his connection with the institution. It is impossible that all graduates should have equal merits in all respects. It is just from the point of view both of school trustees and of teachers themselves that they be understood and employed strictly upon the basis of individual merit. Any thing that can be done to further this end should be done.

PLAN FOR RECOMMENDING STUDENTS.

1. The faculty jointly shall make out a recommendation for each student about to graduate.

2. While it is to be kept in mind that a recommendation is to help someone to a position, the decidedly weak points in the individual are not necessarily to be omitted.

3. Any special work, whether in school or in student affairs, as athletics, debates, Normal Record work, and all other recognized student enterprises, as well as excellent work in school in addition to ordinary school work, may be mentioned.

4. At some time to be agreed upon later, each teacher shall hand to the President in writing, anything he or she desires said of each individual to be recommended.

5. This material shall be put into the hands of a committee of three (of which the President of the school shall be one) to be put into proper form; later it is to be submitted to the faculty for its approval.

6. After the adoption of this or some similar plan of general recommendation, no teacher shall give a general letter of recommendation to any person who may be graduated from this time on.

7. However, it shall be mentioned in the recommendation that school officers or other persons interested (but not the person recommended) are urged to apply freely to the President or teachers for information regarding the fitness of any candidate for a position.

8. Also it shall be understood that any teacher may on his own motion or on request for an applicant for a position, write a personal letter of recommendation to any school officer, provided that the faculty letter of recommendation be mentioned in said letter.

9. This faculty will not support applicants for positions who have been known to make political favoritism, rather than professional fitness, their reliance in securing positions.

10. So far as possible, Sections 6, 7, 8, and 9 shall apply to those graduating before their enactment.

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December, 1901

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Professional Ethics.

CHARLES C. VAN LIEW, CHICO, CAL.

I wish, upon this occasion, to invite your attention to some thoughts which seem to me implicit in the growing conception of teaching as a profession. The attitude of society toward the teacher in these times is rapidly changing. That attitude is becoming one which ranks the teacher both socially and professionally with the physician, the lawyer, or the minister of the gospel. This is furthermore good evidence that society outside of the teaching profession is itself thinking far more carefully and analyzing far more intelligently, not only with respect to the nature and scope of education and the services which it may perform, but also with respect to the teacher herself, her character and position. The popular connotation of the term "teacher" is expanding and becoming more definite. The older conception of the teacher as drill master in the use of some of the formal implements of life, as a rather unwelcome tho necessary side-issue in the life of childhood and youth, gives place to a recognition of teaching as bearing its own peculiarly vital relation to society, its aims and activities. This entails a renascence, if not an actual birth, of the ethics of the profession itself. It is this demand from the view-point of the social whole which we shall consider first.

We do not always remember that the division of labor, which is one of the most prominent and vital marks, economically, of a developing civilization, entails a practical expansion of almost every other phase of human life, be it material or spiritual. The process of differentiating social and economic function, which has helped to produce all our trades, callings, and professions, together with all their skill, art, implements, and methods, has also necessarily helped to call into being higher intellectual and moral life. The division of labor means greater complexity, vast multiplication, of all the relations which obtain among men. In primitive society the intellectual attainments prerequisite for one's fitness in his tribe are few; in the same way a very few moral precepts suffice to keep one's social relations to his fellow-men harmonious and conservative. But the moment he reaches a plane in his development which distinguishes him in skill, knowledge, or possessions from his fellow-men, that moment he finds he has multiplied proportionately the practical field in which the old and common stock in trade of either intelligence or moral obligations may operate. Indeed, a great deal of progress, so called, is simply this expansion of what are often old standards to meet the needs of new fields. This is particularly true of ethical standards. Let me illustrate: So long as each man of a community is considered on the same plane with every other man of the community, simply as citizen or neighbor, his field for ethical action is coextensive with theirs. The *first* calling of all humanity, manhood or womanhood, seems to involve *equal* if not *identical* moral and social relations. For this reason it is comparatively easy under such simple con-

ditions to shape a moral code, and to state very definitely what "thou shalt" and "shalt not" do. Such a code comprises the few precepts of action which are fitting and conservative, if not developing, to society; they are ordinarily very sharply defined, tho not highly conceived, in primitive society. Witness the patriarchal history of the Hebrews, living a pastoral life, beautiful and admirable in many ways, yet upon a moral plane in which there was absolutely no consciousness of many ethical problems, obligations and tenets which later became so prominent. We err if we think that primitive society is capable of a high positive morality in every sense. It is not. Every tribe undoubtedly has its code of conjugal and sexual morality, simple and pointed, a fitting social instrument which adapts it to its environment, but no more. Intimate acquaintance with their lives in daily practice reveals the fact that they have no consciousness whatever of the implications of chastity and conjugal fidelity as best conceived by modern society.

But the moment any community is studied from the view point of its separate trades, callings, or professions, the whole ethical problem is complicated at once. Every physician, lawyer, or tradesman finds himself by virtue of his special knowledge, skill, or possessions, in countless new relations both to his fellow citizens at large, and specifically to others of his class who represent the same trade or the same profession. Every idea at his command, every art, and all the skill which he can exercise, every addition which he can make to the world's wealth and property, now contributes to this larger field in which his ethical standards must operate. Each item involves a possible moral issue, because each is a possible motive for action. Thus the mere tribal medicine-man, the supposed bearer of those powers to which his people ascribe the conquest of their physical evils, may be law unto himself and his people, even to the extent of living outside its code; but let him become the physician, specially trained and endowed, and backed, not by the faith of superstition, but by intelligent faith in knowledge and skill, and he finds society becoming his moral lawgiver. He loses the throne and the autocracy of a priest of superstition, but gains the position of a ministering servant of society whose very needs demand of him a larger manhood.

As the special field of action grows in professional character, its representatives tend to become more and more conscious, jointly, that theirs is a profession involving not alone knowledge, skill, power, possessions, but larger ethical problems; that if these last are not met, even the economic worth, usefulness, and growth of the profession may be destroyed. It is for this reason that professional codes spring into existence. They may at times impress us as radical, even exclusive; but the history of a profession demonstrates that their provisions were at one time fitting. Always they are the joint expression of a consciousness that a profession has drawn its representatives into a larger and more vital ethical touch with the world.

The code observed by the practicing physician in good standing offers an excellent example of our thought. The ancient Hippocratic Oath, ascribed to the father of medicine and most distinguished of Greek physicians, Hippocrates, is in part as follows: "I swear by Apollo the physician, by Aesculapius, by Hygieia, Panacea, and all the gods and goddesses, that, according to my ability and judgment, I will keep this oath and stipulation; to reckon him who teaches me this art equally dear to me with my parents; to share my substance with him, and relieve his necessities if required, ... without fee or stipulation; and that by precept, lecture, and every other mode of instruction I will impart a knowledge of this art to my own sons, to those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to no others. I will follow that system of regimen which, according to my best judgment, I consider best for my patients, and abstain from whatever is injurious. I will give no deadly medicine to anyone if asked, nor suggest any such counsel. Furtner-

more, I will not give to a woman an instrument to produce abortion. With purity and holiness will I pass my life and practice my art. . . . . Into whatever houses I enter I will go for the advantage of the sick, and will abstain from every voluntary act of mischief and corruption, and further, from the seduction of females or males, bond or free. Whatever in connection with my professional practice or not in connection with it, I may see or hear, I will not divulge, holding that all such things should be kept secret. While I continue to keep this oath inviolate, may it be granted to me to enjoy life and the practice of my art, respected always by all men; but should I break thru and violate this oath, may the reverse be my lot." This oath illustrates well our view of the origin of a professional ethics; it reveals both the expanded consciousness of a class of individuals with respect to their obligations and duties toward the social whole, and toward one another, and the consequent expansion of the field of moral relations in which these specially endowed and trained individuals must act. Its effect, therefore, was twofold; it bound them to an *ethical* human service thru the emphasis of a few essentials, and at once rendered them intolerant, if not militant, against certain crying abuses. Actual early needs demanded just this emphasis among reputable physicians.

Most of the tenets of this ancient oath might still be held fitting. It is, indeed, not uncommon to find a copy of the Hippocratic oath hanging upon the wall of the present day physician. It has in part, at least, been perpetuated in a well defined code adapted to present needs. The modern physician who honors his profession more than his purse, produces no secret and private nostrums. His experiences and his discoveries are open to all, to the advancement of his profession, to the broadest human service. The moment he fathers a patent secret, the world knows that he has no higher service for his knowledge and skill than mammon. Again, he will employ no advertisement of his skill, beyond the merest notice of his presence in the community. He considers his diploma and its legal recognition ample evidence of everything else which might be said. He refuses to recognize or fraternize with any physician who flaunts his wares and deeds, by the square yard, daily in the face of the reading public. Furthermore, he neither speaks disparagingly of a brother physician, nor willingly infringes upon his practice, except in cases of undoubted and urgent need. He always honors the confidence and secrets of his patients; he always refuses recognition to unquestioned incapacity and inefficient preparation in his profession, and to this end seeks legislation which shall protect it in the maintenance of a high standard. These are a few of the principles entering into the code of the physician.

The code of his profession need not enslave or limit him merely because it is in part long traditional; in common with every other system of ethical practice, it is, rather, suggestive of needs and problems which his own self-direction should meet. It is, moreover, an excellent thing that precepts which have long been found to be generally wholesome in their operation, be brought to the attention of every new member of a profession for the sake of the emphasis upon the special ethical problems which that profession involves.

Just as definite a code exists for the profession of the lawyer, serving to bring about a wholesome distinction between the lawyer in good standing and the shyster, just as the Hippocratic code taught the distinction between so-called legitimate medical practice and quackery. The lawyer in good standing recognizes set fees for specific services and will not indulge in underbidding other members of the bar for the sake of clients. Neither does he use his friends, nor the power of a pull or ring to this same end. He will not put himself too palpably and obtrusively in the way of business, e. g. by haunting prisons and lower courts to prey on petty criminals, or death beds to secure the probate practise connected with wills He will not indulge in vulgar or vituperative abuse of other members

of the bar who happen to be his legal opponents. He will not, contrary to his convictions or his judgment of probabilities, make unfounded claims with respect to the merits of a case either to *obtain* or *retain* practice. And for the flagrant violation of these and other tenets of his profession he is liable to disbarment. Here we have again a professional code springing out of the fittest adjustment of a special social function, i. e., the work of the lawyer, to the social whole.

Every trade, calling or profession, then, viewed not alone as a specialty, but also as an organic social function vital to the life of all men, furnishes a field for the practical ethics of human life peculiar to itself. The division of labor, therefore, entails an expanded social co-operation in the ethical sense. And one peculiar phase of this ethical co-operation is the professional code which operates, among the members of a profession, as a sort of dynamo for the generation of a joint professional conscience.

So well defined a professional code as that which exists for the physician, has never been formulated for the teacher. But we should all remember that from the very nature of the case, as heretofore described, it is implicit in the professional and specialized nature of our calling. That the teacher's code has never been specially or definitely formulated is due to the fact that its expert and specialized nature has never been adequately recognized by society at large. There have always been great teachers; but there has never been a great *science* of education. The latter constitutes the particular problem with which our profession is now struggling. And we must still continue to recognize this fluid state of the educational science, especially in our own country, for it is after all the earnest of something worthy the name of a science in the future. But this necessity does not answer the immediate call for the recognition of a professional ethics peculiar to the calling of the teacher. Teaching is already recognized as a calling, vital to the present constitution of society. It has come to be, just as every other profession has developed, viz. by uniting and relating in one individual, functions which were originally more or less unconsciously and exclusively inherent in the family and its social relations. The same process of differentiation which has produced tradesmen of all sorts, physicians, lawyers, bankers, and ministers, has produced the profession of teaching, if not teachers. Like every other profession, however, teaching is not mere specialization; it is also organic and vital in the present constitution of society. It is both of these facts, characteristic of all professions, (1) specialization in the direction of expert knowledge, power, and skill, and (2) organic relationship to the living whole of humanity, which demand of the teaching profession some recognition of what we term the code of the teacher.

It is not my purpose in the further discussion of the teacher's code to reduce my thought to any *final* set formulæ of professional ethics. I purpose merely to offer thoughts which shall suggest that we owe it first to the profession and hence ultimately to the human services which it shall ever render, either thru us or others, to consider the problem of the teacher's professional code.

Now the very first stand which I believe the teacher should take in this matter is to remember always the professional and expert nature of his calling. In this I am not asking that we get conceited because we are graduates of a Normal School or University, or have been years in practice. Any one or all of these may or may not mean little. The superficial smack of professionalism is usually evidence either that one's professional worth is hardly more than skin deep as yet, or that certain unruly humors and taints seriously endanger his professional constitution, so that they may erupt at the surface and mar his complexion for a time. Such consciousness of the expert worth of one's profession I have not in mind. Nor do I refer to that equally unwholesome form of professionalism which often makes its appearance in the schoolroom, where that phenomenon known as the professional self and the consciousness thereof, do so rise up and thrust themselves between pupils and teachers as to defeat the exercise of the most ordinary

of human traits, and to destroy the most vital part of the teacher's influence, her power thru human touch.

But I do believe we are called upon, first, to remember that there have gone into our training and experience, knowledge and skill at least *looking toward* a reputation as expert artist teachers. And I do believe that we are called upon to remember that this training and experience in the direction of the professional expert, which receives the sanction, support, and protection of the laws of our state, not only guarantees us certain rights, but puts certain obligations upon us. The first and highest of these obligations is that deep and genuine and earnest regard, honor, for our work, which must inevitably underlie its expert nature. There should be certain knowledge and certain powers and skill in our possession, which other walks in life do not require; and it should be our purpose to make them so thoroly worthy in the eyes of the humanity whom they must serve that there can be no mistaking our own valuation of the profession. Let us always stand, therefore, upon the intrinsic merit, and power, and expertness of our calling, and look to no other external source for success! I know of no ideal of which the teaching profession stands in so great need, as this of the expert nature and development of its functions. The greatest outrage upon the moral sense of our profession is perpetrated by the teacher who holds his calling in any sense trivial or unworthy.

We have heard it repeatedly claimed that no other profession is so exalted or noble in its labors. That depends upon him who performs the labor. Like every other calling, this one is splendid in its ideals for human service. Like every other. it is practically just as prone to an abortion of all its ideals. There have been many definitions of human greatness in matters of moral courage. There is one in particular which I should like to adapt to this occasion. He is morally great who can still hold to, and believe in, and draw inspiration and stimulus from, his ideal, even in the presence of an ever defeating and disheartening reality. Do you not recall that ray of hope which darts from the almost idle conversation of the two Roman masters, touching their galley slave, Ben Hur, in Wallace's novel of the same name? Let me quote it:

"Knowest thou the man just come from yon bench?" he at length asked of the horator.

A relief was going on at the moment.

"From number sixty?" returned the chief.

"Yes"

The chief looked sharply at the rower then going forward.

"As thou knowest" he replied, "the ship is but a month from the maker's hand, and the men are as new to me as the ship."

"He is a Jew," Arrius remarked, thoughtfully.

"The noble Quintus is shrewd."

"He is very young," Arrius continued.

"But our best rower" said the other. "I have seen his oar bend almost to breaking."

"Of what disposition is he?"

"He is obedient: further I know not. Once he made request of me."

"For what?"

"He wished me to change him alternately from the right to the left."

"Did he give a reason?"

"He had observed that the men who are confined to one side become misshapen. He also said that some day of storm or battle there might be some sudden need to change him, and he might then be unserviceable."

"Perpol. The idea is new."

Here was a man possessed of a lofty physical ideal, that of physical symmetry and harmony, asking to be changed in his labors as galley slave, from one side of the ship to the other, ostensibly that he might be of greater and more varied ser-

vices in case of need. really in his own heart that he might, even in the midst of degradation and excessive menial services of the galley slave, still preserve his physical symmetry, and realize his ideal in the very face of a stubborn reality.

It is the greatness of a Ben Hur which is demanded of the teacher. She must have faith in the breadth and depth of the conceptions which underlie her work and which give it the right to claim recognition as expert: she must watch for their further development; and she must do this in the very presence of the most defiant and apparently insurmountable realities. or she will ultimately have cause to regret the marks she leaves upon the history of her calling.

I repeat, then, in all relations whatsoever the teacher must rest her cause upon the intrinsic merit and power and expertness of her calling and look to no other external source for her success. The dominant, the leading motive in her efforts to succeed or to rise in her calling must be her own belief in the intrinsic power and merit of her calling.

The extent of the ethical relations implicit in the expert nature of this calling is so great, that one could almost be satisfied to comprehend the whole of the teacher's code in this single imperative: Be always the true expert, in deed, in attitude, in development. But I cannot forbear enforcing this general imperative by reference to some of the actual relations which we commonly find in experience.

First, he who has the spirit of the true expert will not resort to the practice of politics either to secure or maintain himself in a position. We have to remember first that politics is not the business of the teacher; it is, rather becoming a specialized field, demanding its specially prepared experts, even developing its own code, and hence in time is to be as worthy of recognition as a profession as any other. But its functions do not belong to the profession of the teacher. Again, the moment the teacher turns politician even to the extent of exploiting teachers' institutes and associations, he cannot avoid the suspicion of a confessed incapacity nor dodge palpable evidence that he can lay no just claims to the rank of an expert. He may or may not be guilty of incapacity; but his own act has fastened the suspicion upon him which cannot be shaken off, for he has shown himself unwilling to rest his cause upon the intrinsic merit of his professional practice. Furthermore, the vicious practices of a few, in this respect, perpetuate that disorganizing element of uncertainty in educational work, which, thru change, imperfect tenure of office, and energy gone to waste in illegitimate channels is constantly made to mark time, if, indeed, it is not at times wholly shattered. What profession can endure, where representatives are themselves forcing a political uncertainty upon a work which should be balanced, constant, uplifting? Is our profession worth anything in our hands? If so, we need not go abegging. .

Closely akin to this practice of systematic politics, in which a few teachers indulge by participating in school election campaigns in behalf of their personal interests, setting up their candidate for trustee, and the like, is the use of personal influence and pulls, not including proper credentials, both as the chief means for securing and retaining positions, and as *grounds* for making and pushing an application. a practice in which altogether too many teachers indulge. Such personal influence is no less noxious because one happens to be sailing under the benign endorsement of a book company. It is the intent of the law that all questions affecting the personal interest of the teacher be left solely to the unbiassed judgment of the board of trustees who are the legally elected representatives of the people in the district. Let the teacher undertake any amount of campaigning, or education of the community, in behalf of her school and its interests, providing she does it with good tact and generalship; but whenever her own personal interests are concerned, let her, as a matter of professional ethics, deal *directly*, *frankly* and *solely* with her legal employers, the trustees, or in city-systems, with the principal or superintendent who is held in part responsible for the success

of her work. Until all teachers learn to set their faces steadily and unflinchingly in this direction, and remain faithful in all matters of business to legal employers and supervising authorities, we shall not be able to shake off many evils of which we all complain and which hamper the development of our schools. Personal exploitation of lodges, fraternities, school journals, teachers' institutes, and teachers' associations,—all present existing evils which mar the profession.

Second, I am reliably informed that, among those who are seeking positions as teachers in this state, there is a great deal of underbidding. Positions which for years commanded a certain reasonable salary, have suddenly come to be knocked down to the lowest bidder. Who is the individual, I ask, who thus cheapens himself, his work, and his profession? Who is willing so to debauch his calling that, if all acted upon his motive, the selection of teachers to fill positions would soon come to be determined merely by money economy, never by fitness, nor character, nor expert work? How long can this profession maintain any show of worth, or dignity, or expert skill, if this practice generally obtains?

Again, I learn from the same reliable sources, that it is no uncommon thing for young teachers to throw away all individuality when they enter the practice; all personal snap, vigor, and originality in their art seems to vanish either before an abject fear of authority and of the powers that be, or under the false impression that a supervising authority can be propitiated only by toadyism. It is necessary in this profession to put up with authority and superior officers, and all who are subject to authority should never display any but the attitude of considerate respect; but this does not mean that self reliance or confidence in one's own knowledge, power, and skill should be utterly thrown aside. One's success here, as in any profession, is dependent not upon powers of mimicry nor upon the study merely of the whims and ideas of others, but rather upon the confident exercise and control of those individual habits and resources which underlie one's own individuality. It *is* possible in the profession of the teacher to be thoroly one's self and yet to be deferent to the opinions and authority of a superior. But the teacher who is confronted by the immediate problems of her art must have her mind made up thoroly and definitely as to what she is going to do and then proceed to do it, reliant upon those habits and that skill which she individually is conscious of possessing, and confident that in their free and tactful use she will succeed.

Now these are a few of the vital relations which must in our future experience involve some consciousness of the ethics of our profession. I have not selected imaginary instances, but, rather, those which are now actually marring the professional and expert nature of our calling, which are hampering its development and checking on every hand that broad and high recognition it should receive

Yet one more element may enter into the discussion of the teacher's code in practice. It is this: If the profession can once establish a comparative unanimity of opinion upon a few points which should characterize the practical ethics of our calling, such as those above, and become decisively militant in their defense and in the attack upon corresponding abuses, it will have done much toward solving the problem practically. One principle of professional ethics, which shall have once thoroly taken hold of and possessed us, will give right color to our entire field of practice. We ourselves need, as a matter of principle, to be rightly understood on some few propositions if we wish to rest secure in the exercise of both the rights and duties of an expert calling. The time must come, then, when we shall be known to be committed as a body to the dissemination and defense of certain well defined

principles of professional ethics. Such a time will come just as soon as there are men and women enough among us willing and courageous enough to stand together on a proposition we believe to be right.

A chief practical difficulty in the whole problem as it now stands is that of getting at employers. There is a very general conviction abroad that a very common source of evil is to be found in the bodies legally representing the people in the administration of school systems and districts. This is unquestionably true in many instances. It is hard for many teachers to stand firm against these difficulties. It would be still more difficult to undertake to reach such administrative bodies by any direct means. Yet we are not without indirect means of redress.

First, employers may be reached indirectly thru the control of the employed. The control of the latter is in part in the hands of County Superintendents and County Boards of Education, in part in the hands of the State Board of Education. It should be the business of the latter, among other measures affecting this problem, to do what it has not yet done, take the lead in this matter of furthering professional ethics and put itself on record definitely as to its own attitude. Thus far it has merely handled individual cases, and with more or less difficulty because of the absence of a clear cut policy. If this step were taken, it should be easier for County Boards to act with justice and decision in dealing with such flagrant cases among the employed as require control and emphasis, and as come legally under their jurisdiction. Both state and county boards could do much that would conserve a healthy tone in the teaching body of this state if the former would take the lead in giving a definite content to the term "unprofessional conduct," to be found in our School Law. Indirectly the effect would be felt by the employing bodies.

Second, unofficial bodies, as those which devote themselves to furthering the interests of good citizenship, can do much in indirectly reaching the employing boards thru the awakening of public opinion. These bodies rightly take upon themselves, among other things, the task of showing up the questionable practices of those who are the people's representatives and servants. School boards come under this head; in some instances their administrations might well become the subject of informal public discussion and examination. Education is a public function which the personal interest of office holders cannot long seriously tamper with except where the public itself has fallen asleep. Awaken it and the public servant will himself be the first to seek to rectify abuses.

Thru the two avenues, then, of control of the teaching body strictly in accord with the present laws of the state, executed by the legally appointed supervising bodies, and of public agitation by unofficial bodies of citizens we may hope to bring effective influences to bear upon employing boards.

What now, in conclusion, are the tenets which present experiences of no uncertain tone and tendency are unmistakably pointing out as essential to the professional code of the teacher? In the light of the foregoing discussion they seem to be:

First, belief in, and active fidelity to, the teacher's calling as a field

worthy of specialized and expert preparation and of the highest ethical devotion in service to society; second, willingness to rest the joint causes of the teacher and of education upon the intrinsic merit, power, and expertness of the teacher; third, freedom from political machinations or manipulations in all matters affecting private or personal interests including the exploitation of teachers' associations, and even from such necessary political activity, devoted to legitimate social and altruistic ends, as smacks of Machiavellism; fourth, freedom from the use of friends, pulls, rings, fraternities, lodges, teachers' journals, teachers' institutes, or commercial concerns of any kind, as grounds for fitness for any position or for advancement of any kind; fifth, the transaction of all business touching employment, salary, tenure of office, and the like, solely and directly with the recognized employing power, be that power a board of trustees or a principal or superintendent to whom is granted the power of nomination or selection of teachers and who is therefore held in part responsible for their success; sixth, fidelity to, and acquiescence in, the decisions of such employing powers, excepting only those cases which permit a just and legal appeal to proper authorities; seventh, mutual support among all members of the profession, and hence *of* the profession itself, at least to the extent of refusing to underbid or in any way to undermine another in the contest for a position; eighth, free individuality in the exercise of the teacher's art, within the just limits of supervising authority; lastly, the moral support of all bodies possessing supervising authority in all the legitimate efforts they may put forth in behalf of the ethics of the profession.

History and Civics.

1. What was the result of the city election in New York, and why is it of special interest to the rest of the country? Tell about the "Tammany tiger" and what has been done to defeat him in the past. Who is Seth Low, and what was the object of Tammany in nominating Edward M. Shepard to oppose him?

2. What serious reverse have the British just suffered in South Africa, and who inflicted it? How did he do it? What is said about the weakness of campaigning methods? Give an idea of the state of the public sentiment in England in regard to the war. In what way has General Botha met Lord Kitchener's exile proclamation?

3. For what purpose has France sent a fleet into Turkish waters? What is meant by a "demonstration"? What does M. Constans say about it, and who is he? What did M. Delcasse say about the action of France, and who is M. Delcasse? Why has Germany special reason to be interested in the purposes of France in this connection? Answer the same question with regard to England. Show on the map all the points mentioned in the article on France and Turkey. (GEOGRAPHY.)

4. What proclamation has the Ameer of Afghanistan issued?

5. What able and popular foreign minister is about to be recalled from Washington, and what is the reason for this recall? — *The Little Chronicle.*

California Teachers' Association.

Thirty-fifth Annual Session.

The Thirty-fifth Annual Session of the California Teachers' Association will meet at Pacific Grove, December 30, 31, 1901, and January 1, 2, 3, 1902. The assembling of the association will be preceded as usual by a session of the Council of Education, Hon. Thomas J. Kirk, State Superintendent of Public Instruction, Chairman. The council will meet at 9 a. m. Monday, December 30th.

The opening session of the association will be held in Assembly Hall the same evening. This session will be followed by a reception tendered by the citizens of Pacific Grove. The remaining general sessions will be held on Tuesday afternoon and evening, Wednesday afternoon, Thursday afternoon and evening, and Friday afternoon. The principal speakers before the general sessions will be Dr. E. Benjamin Andrews, President University of Nebraska, and Dr. M. V. O'Shea, Professor of the Science and Art of Education, University of Wisconsin. Dr. David Starr Jordan, President Leland Stanford Junior University, and Dr. Benjamin Ide Wheeler, Pres. University of California, will also address the association, besides other educators well known thruout the state. Wednesday evening, January 1st, will be devoted to a social entertainment at the Hotel del Monte.

The general session on Thursday will be devoted to a discussion of the following topics: The Present Duty of the State Touching the Training of its Elementary and Secondary Teachers; Selection and Appointment of Teachers; Professional Ethics of Teachers.

The various departments of the association will meet Monday afternoon, and Tuesday, Wednesday, Thursday, and Friday forenoons. The following departments will hold sessions.

English — F. E. Perham, Department of English, Lowell High School, San Francisco, Chairman; Nature Study — Dr. O. P. Jenkins, Leland Stanford Junior University, Chairman; History — Dr. Kendric C. Babcock, University of California, Chairman; Manual Training and Drawing — Prof. Jas. E. Addicott, State Normal School, San Jose, Chairman; Music — Miss Ida M. Fisher, Supervisor of Music, Alameda, Chairman; High School — Chas. L. Biedenbach, Principal McKinley Grammar School, Berkeley, Chairman; Primary Reading — Miss Flora Conover, Pacific Grove, Chairman.

A VACATION OPPORTUNITY.

Teachers and others will find this an exceptional opportunity to visit and enjoy Pacific Grove in its best season. Pacific Grove is widely known as the most popular summer resort on the Pacific Slope; but it is not so well known that its chief charm is in winter. Its even climate, its frostless air, its high average of clear days, grass and flowers all winter long make it the

PARAGON OF WINTER RESORTS.

No more inviting opening could be had for the teachers than is presented

by the session of the California Teachers' Association in this delightful spot. Tickets will allow travel before the convention and return for two days after. Special train service will permit those who attend to reside at Hotel del Monte and to be present at all the convention sessions. At Pacific Grove accommodations can be secured at rates to suit every purse.

THE SESSION OF THE ASSOCIATION

will be one of the most notable in its history. Dr. Andrews has national renown, and his addresses, with the work of Dr. O'Shea in Pedagogy, will make the meeting memorable to any teacher who will attend. Pacific Grove is an ideal point for

NATURE STUDY.

Dr. O. P. Jenkins, of Stanford University, will be chairman of this department, and the resources of the Hopkins' Marine Laboratory of Stanford University will be at the disposal of the association. The Pacific Grove Museum of Natural History, with its collection of 2,500 specimens, mostly local to Monterey Bay, will also be available. Specimens of every kind abound, and no work in Nature Study could be pursued under auspices equally favorable.

MANUAL TRAINING AND DRAWING DEPARTMENT.

JAS. E. ADDICOTT, Chairman, State Normal School, San Jose.
ARTHUR B. CLARK, Secretary, Stanford University.

Several short talks — ten to fifteen minutes — will be distributed thru the program of the general session. These talks will be explanatory of typical examples of work shown at the time. They will serve as an introduction to the discussions scheduled for the session of the department. No papers will be presented. Topics will be opened by five-minute talks. The following are suggestive:

How does the grade teacher regard the work of the manual training teacher?

How much manual training shall the normal school attempt?

How correlate?

How important is the art side?

Hygienic positions.

How is color work best conducted?

Water Color?

Crayons?

From nature?

Does mechanical drawing belong with the drawing or manual training teacher?

On what principles shall designing be conducted?

How correlate?

The secretary solicits immediate correspondence with a view to replacing these topics or adding others.

NATURE STUDY DEPARTMENT.

DR. O. P. JENKINS, Chairman,
Stanford University.

HELEN SWETT, Secretary,
Alameda.

The Nature Study work will be represented by two sessions of the department and one-half day of field work. In the department sessions the following topics will be discussed:

Aims of Nature Study and Criticism of Methods.

The Use of Books in Nature Study Teaching.

Nature Study in the San Francisco State Normal School.

What is Done in Nature Study in the State.

Preparation of the Nature Study Teacher.

Physical Experiments and Apparatus Adapted to the Grades.

Experiences in Nature Study Teaching. (By a number of successful Nature Study teachers from different parts of the State.)

Illustrative Lessons in Nature Study. (With children of the third, fourth, and fifth grades.)

What Can be Done to Advance Nature Study Teaching in California?

FIELD WORK.—Provision has been made for a certain amount of field work in Natural History with a view to gaining information in regard to some of the very interesting natural history features for which the region about Pacific Grove is so justly celebrated.

Parties will be organized under the leadership of a number of well-known specialists in Botany, Zoölogy, and Geology. Each party will examine a specific group of phenomena belonging to these sciences.

DEPARTMENT OF HISTORY.

DR. KENDRIC C. BABCOCK, Chairman,
University of California.

F. H. CLARK, Secretary,
Lowell High School, San Francisco.

The Department of History will emphasize particularly the importance of the use of California material by the teachers of all grades. For this purpose no place could be more admirable than the one chosen for this year. It is hoped that there will be, in addition to discussions, a demonstration by a local teacher of the way in which such material may be utilized.

DEPARTMENT OF ENGLISH.

F. E. PERHAM, Chairman,
Lowell High School, San Francisco.

REBECCA T. GREENE, Secretary,
Salinas, Cal.

The English department will consider the subject in its relation to a course of twelve years, covering the time usually given to the study in primary and secondary schools. There will be a discussion of the relative importance of composition, formal rhetoric, oral reading, silent reading, intensive and extensive study of literature.

What place has dramatic literature in such a course?

When and how should mythology be taught?

The relative importance and proper relation of the study of prose aud poetry.

MUSIC.

The San Jose Quintette Club have been secured for the association. They will give several numbers. The quintette consists of the following artists: Mrs. Hillman-Smith, soprano; Miss Nella Rogers, mezzo-soprano; Miss Carrie Foster McLellan, contralto; Mr. M. L. Lawrence, tenor, and Mr. J. M. Reynolds, bass.

Miss Ethel Kathryn Holladay, a violinist of great ability, will also take part.

One of the attractive features of the musical program will be a large chorus of children trained and conducted by Mr. Milton L. Lawrence.

Mr. Lawrence is a graduate of the Tomlin's Musical Institute of Chicago, and has devoted himself for some years to the musical training of children, meeting with signal success.

Besides the large chorus, classes from different grades will be given illustrative lessons in the presence of the audience.

A chorus from the Pacific Grove High School will sing a number of part songs under the direction of Mr. Lawrence.

SPECIAL RAILROAD RATES.

A two-thirds rate for the round trip is made by the railroads from all parts of the State.

This rate may be secured by any person by getting a certificate from the railroad agent at the time of purchasing tickets; full fare is paid on the going trip, and the certificate, when properly signed at the convention, will entitle the holder to travel home at one-third rate. These certificates are good for travel any time after December 13th, and for return from December 31st until January 7th.

ACCOMMODATIONS AND ENTERTAINMENT.

Pacific Grove offers a great variety of accommodations, and the Hotel del Monte has been iucluded in the plan of entertainment for those who may desire to take advantage of the session of the association to visit there. Special train arrangements will enable one to stay at Del Monte and comfortably attend all sessions.

HOTEL RATES.

Board and room per day at Hotel del Monte, $3.00; board and room per day at Hotel El Carmelo, Pacific Grove, $2.00; board and room per day at private boarding houses, Pacific Grove, $1.25; lodgings, Pacific Grove, per day, 50 cents; lodging, Pacific Grove, per week, $2.50 to $3.00. A reduced

rate by the week can be had at El Carmelo and at boarding houses. Accommodations may be secured beforehand by writing to Rev. Thos. Filben, D.D., Chairman Committee on Entertainment, Pacific Grove, Cal.

HOTEL DEL MONTE.

It has been felt that large numbers of teachers would desire to use the occasion to visit this famous hotel, situated three miles from Pacific Grove and in easy connection with it. The hotel will be

THE OFFICIAL HEADQUARTERS

for the association, and the scene of a reception to the program talent. The charm of Del Monte is of world-wide fame, and the matchless setting of the hotel is at its best in mid-winter.

A SPECIAL RATE

of three dollars a day has been made by the management for those in attendance at the association.

A SPECIAL TRAIN

will be run between Del Monte and Pacific Grove to make it convenient for those who may stop at Del Monte to reach the sessions without loss of time. The train leaves Del Monte before each session and returns at once after each session. Fare will be ten cents each way. This feature of the association is expected to prove very popular, and accommodations should be secured at once by addressing Hotel Del Monte, Del Monte, Cal.

RICHARD D. FAULKNER, President,
Franklin Grammar School, San Francisco, Cal.
MRS. M. M. FITZGERALD, Secretary,
1627 Folsom St., San Francisco, Cal.

ARNOLD TOMPKINS: Primarily, it is not discipline which the teacher must keep in mind, but an all-sided touch with the life of the world in which the pupil lives, and moves, and has his being.

SUPERINTENDENT GORTON, Yonkers, N. Y.: The public schools receive more popular criticism on the score of expense than for all other reasons. Many people think of the schools only as the cause of endless taxation, and attack the school appropriations first, altho there may be boundless waste in other departments.

O. A. MORTON, Bar Harbor, Me.: The college courses are not perfect: they tend sometimes no doubt to polish pebbles and diamonds, and they never have, nor never will be able to make a $10,000 man out of a two-cent boy; but they have furnished and continue to furnish a very large per cent of the strong, well-balanced, broad-minded, and progressive leaders of our nation, and the demand for college men increases with every decade.

The Value and Need of Larger School Playgrounds.

F. B. DRESSLAR.

The instinct for play is one of the most urgent demands of child nature, and the proper equipment of playgrounds a necessary duty of all parents and school authorities. If children, and in fact the young of all the higher animals, were not endowed with this instinct, were not led into a life of activity thru the solicitations of this natural impulse, normal development of their physical life would be impossible, and the most important phases of their educational progress permanently hindered.

No gymnasium, however adequate its equipment, can take the place of ample playgrounds where children may play freely, undirected and unhindered. The gymnasium, under the wise direction of one who knows what is needed in the case of defectives, is of great importance. But the necessary restrictions of a well ordered gymnasium, and the more or less artificial demands made therein, are in the main uncongenial to the play-loving child. It is very rare indeed to find the zest and spirit of play permeating the work of gymnastics for school children even when a full supply of apparatus is at hand. Those calisthenic exercises which are prescribed in the lower grades of our public schools are too frequently carried out under a silent protest, with the marks of the tedium of it in every feature and movement of the children. About all the fun derived from this work is gotten by the mischievous boy, who makes it the occasion for clownish contortions, or roguish drives at some unsuspecting neighbor.

However, it is neither my purpose nor my desire to say aught against physical culture as practiced in gymnastics, for I heartily approve in this work when it is adjusted to its proper task; but there is the desire to emphasize the fact that free unhindered and undirected plays are more potent as exercises for normal children than any prescribed work-fun ever devised.

The play instinct of the lower animals is, comparatively speaking, of short duration. In the case of the young of mankind, it covers in a more or less intense degree the whole period of infancy, youth, and adolescence; and even in normal adult life it should not be entirely wanting; for the "bow must be unstrung when not in use, else it will lose a part of its ejective power."

It has happened in the case of much of our work for the children that we have neglected to observe that the larger demands of their lives are often satisfied by the simplest means, and have consequently overlooked the fact that free play is of vital importance to their general well-being.

No observant person can mingle for any length of time with children and fail to wonder at the tremendous amount of energy they exert in satisfying the play-instinct.

Some years ago I set myself the task of reporting the complete activities of a baby of thirteen months, and in four hours was so completely exhausted

I was compelled to desist. That lively boy had walked, during this time, by actual calculation, nearly one-third of a mile, got up and sat down scores of times, pulled this, lifted that, and in almost numberless ways, exercised mind and muscle.

But this merely represents a beginning; a baby with the freedom of the house; the activities of an infant two months after acquiring the ability to walk. It however represents the expenditure of an amazing amount of energy, and the necessary variety and completeness of exercise which his normal growth demanded. At a later age there is added to this inherent demand for exercise, the strong incentive growing out of an increasing love of fun.

No definition of fun defines it; and this is fortunate, for it is too personal to need a definition. And yet it is the most efficient spur nature uses to develop capacity and healthfulness in children, and preserve sanity in those grown older. The playground, with its endless variety of fun-games, furnishes opportunity for the lungs to expand and fill themselves with pure air; for the heart to respond to the demands for quickened circulation and thereby to strengthen its tissues and its responsive power; for the important muscles of the whole body to develop and maintain their proper coördination and spontaneity; for the brain to increase and to sustain its motor power; and, best of all, it begets and continues that feeling of buoyancy and juvenility which is such a large element in our enjoyment of life, and our power to resist disease.

The ardent, normal desire for fun of this wholesome sort is an unfailing symptom of vitality. Individuals as well as nations are in danger of decadence when they stifle and starve this inborn and essential yearning. As a counteracting or corrective impulse to the urgent sort of life Americans are gradually fastening upon themselves, there should be developed in our boys a permanent craving for healthful out-door exercise; and for the older ones there should be preached the gospel of fun. In our intense desire to do more for the education of our children we are likely to forget that our chief duty consists in furnishing natural opportunities and then of keeping out of the way. We are in danger of giving too much manufactured direction.

Besides the physical well-being resulting from open air sports, the playground furnishes a most proficient propædeutic exercise for that sense of justice, fair play, and unselfishness absolutely necessary in any worthy character.

It is my observation that here is afforded a very considerable part of that drill in democratic ways of thinking and acting, essential to the proper education of the boys of this nation. Class distinctions on the playground grow out of cleverness and courage, not the financial or social standing of a boy's father. There the guiding spirit and hero is he who inspires fair play and succeeds best under those limitations. Then too, "team work" is vital in this country, and those who participate in the prevailing games at school are early impressed with the fact that successful coöperation necessitates unified purpose and action. Here as elsewhere, of course, unequal endowments and skill lead to inequality of power; but perhaps under no conditions do boys of

the same age meet on more common ground than they do when physical prowess and endurance represent the talents in question. Boys, therefore, who are mentally handicapped and in general make no showing in their school work, have on the playground a more equal opportunity to shine before their fellows and get that stimulating recognition which brings higher self-respect and a feeling of worth. The leveling process here, as in all kinds of education, in not due to the degradation of those above, but to the elevation of those below.

Turning now to the opportunities offered for play at our public school, we are confronted with the fact that it is very rare to find school authorities sufficiently impressed with the importance of ministering to this phase of child life. In the main they are not inclined to give any serious consideration to playgrounds. Some commendable progress has been made of recent years in New York City in this regard, and more recently in Chicago, but there seems to be no general movement forward. In every populous city, there are school buildings situated well within the business section, and others in densely settled portions, where land is very dear. It is altogether out of the question to expect expansion of playgrounds here. Indeed, it is to be hoped that this will not occur, and that as soon as possible schools will be removed entirely from such places. It would be a wise municipal policy to demand the purchase of large grounds well on the outskirts of most of our cities and here, under favorable conditions, erect schoolhouses where children could have breathing space and playgrounds and where they could at least get a glimpse of nature. The interest on the difference of the amount of money invested would go far toward providing free transportation to and from such schools. The dirt, dust, and foul air of the cities would be escaped, and, for a time at least, the ears of the pupils would not be assailed by a constant din of all sorts of noises. All this would afford a relief far more significant than most people are at present prepared to understand.

Unless those who have to do in a direct way with providing school facilities become more keenly conscious of the importance of the playground, our school children, especially in the cities, must necessarily suffer seriously. All public spirited people certainly agree with President Draper in his plea for more attractive schoolhouses and school grounds, and likewise with Professor Bailey in his wish that the time may come in this country when it will be possible for us to have a real school-garden connected with each schoolhouse; but I am sure Mr. Barnes of Kansas hit the nail on the head when he said: "I long ago discovered that the real reason why they (school-grounds) are not made more attractive is their limited area. Our people in the West, notwithstanding the low value of land, brought with them the idea that a quarter-acre or half-acre was enough land to waste (?) around a schoolhouse. Outdoor exercise is an essential part of an education. . . . In the West, where land is cheap, we should have taken five acres for grounds about each schoolhouse."*

We have not yet developed the habit, as have the English people, of

*See "Youth's Companion," February 14, 1901.

making due provision for sports a necessary part of school equipment; and it will require some effort on the part of those who appreciate the national significance of sports to indoctrinate and awaken the public mind to a realization of their importance. In making this assertion I am not unmindful of the great whoop-and-hurrah of modern college athletics. But it must be remembered that there are more than one hundred and fifty children in the elementary schools where there is one young person in college; and also that play is a necessity for the children. Besides it should not be forgotten that even in colleges not one student in ten takes any direct part in college athletics. The "rooters" are much more numerous than the runners.

It is to be feared that many of our so-called practical school boards, were they to wander over the forty acre cricket field of Eton and see opportunity for hundreds of boys to play simultaneously, would conclude that the authorities of such a school were poor managers. But against such a possible conclusion could be brought the testimony and enthusiasm of the rulers of England. Wellington's well-known remark that Waterloo was won on the playing-fields of Eton voices the earnest sentiment of all Etonians, whether "oppidans" or "collegers."

There was a time in the development of our country when almost every town and village had in immediate proximity "commons," "fields," or vacant lots where boys met, and where "three old cat," "town-ball," "bull-pen," and many other spunk-begetting games were engaged in. But in the main these conditions have changed, and in the larger cities nothing remains worthy the name of a playground. Even the village boys are hard pressed to find a place where they dare let themselves out and, at the same time, avoid "trespassing."

It is very clear that as time goes on these opportunities for boys will further decrease, unless those whose business it is to minister to the development of vigorous, valorous character will opportunely estimate the need and straightway supply it.

From measurements recently made by the principals of the various schools of San Francisco, I have found that the average amount of playground furnished per child in the schools of that city is 17 3 square feet. This means that if all of the playgrounds belonging to the city schools were united into one common ground, and all of the children were to play on this ground at the same time, they would have less space for play than all authorities agree they should have for study in a schoolroom. A closer study of the measurements reveals the fact that ninety-one per cent of all the children in the city schools have access to playgrounds which, if combined, would allow but fourteen and one half square feet of space to each child. The same degree of crowding in a schoolroom would allow an average attendance of fifty-three children in a room twenty-four feet wide by thirty-two feet long; a condition which would not be tolerated in any intelligent community.

The last statements are made possible by the fact that larger schools in the most populous districts have less space to devote to playgrounds than the smaller, and generally outlying, schools. There is here not only a sugges-

tion of continued encroachment, but also the plain fact that those children who have the least opportunity for outdoor sports at home are also those who are denied it most effectually at school.

The figures given, while actually stating the average allowance of square feet of playground to each pupil, exaggerate the usefulness of the grounds; for the measurements have included not only the playgrounds proper, but all of the space within the lot outside of the school buildings. It must be held in mind, therefore, that a considerable amount of this space represents narrow passage ways and unused corners, where children cannot play with any degree of earnestness. I have presented these facts concerning existing conditions in San Francisco not for the sake of specific fault-finding, but merely for the sake of illustration; for it is my impression that San Francisco is no worse off in this particular than are most of the cities of the country of her class.

Some weeks ago, the writer tried his best to join unreservedly into the sports of some hundreds of school boys who were eagerly striving to have fun in a school lot of the prevailing size; but he found his attention so distracted with balls flying in all directions and in such close proximity to his head, that he could not even develop enough interest in his part of the game to do it with any zest. And he noticed that most of the boys likewise played in a half hearted way. The fact is, had they allowed themselves any sort of freedom and abandon in their efforts, neighboring windows and many small boys would have suffered, and then the teachers would have stopped the game.

For the most part, these boys were unconscious of what they were missing for they had never had room to let themselves out. The street or some unwholesome alleyway had furnished them their only playground and, consequently, their play had never been free, easy, and complete. At many schools nowadays, the boys are permitted to use in the school-grounds only the soft gas balls originally made for the nursery. Neither are they allowed the use of a bat, but must content themselves by striking the ball with their half closed hands. Recently I watched a game of baseball played in this way, and, during my observations, the ball was not "handed" (I was about to say batted) at any time more than forty feet from the striker despite the fact that many supposedly vigorous hits were made. As I looked on, I wondered how much more those boys would love their school, and how much greater would be their sense of personal power, could they be allowed to scatter out properly on a level turf, and with a shapely ash club do their unhindered best to knock the very cover off of a real ball. I said a moment ago that fun could not be defined, but I am sure that there is an element of conscious power in a boy's fun.

It is only our reasonable service to make better provision for our children's education than we received at the hands of our fathers. Anything short of this would be a necessary failure, A community dominated with any other notion will in the long run prove to be an unsafe dwelling place. It is not enough to labor diligently to satisfy the present needs of a community. Those who go no further than this are necessarily lax in the performance of their civic duties.

The County Institute*.

PROF. M. V. O'SHEA.

No one will deny that the question of the proper training of the teacher has in these last years received due attention at the hands alike of the specialist and of the layman. There has been, and is still, interminable disputation regarding the sort of equipment one should possess who aspires to "guide the tender thought, to teach the young idea how to shoot." This is a capital topic to give occupation to those who delight in the game of logomachy; for where matters are so involved and principles so obscure there is opportunity for combatants to appear to have great wit, and no one is able to prove the contrary. Some hold that the teacher is born and not made; that instinct and not art wins success in the schoolroom. One brilliant layman puts it in this way: "Teaching is like fighting; all you have to do is to get your enemy into a corner and then give it to him"; but, unfortunately, he passes off the stage without soliloquizing upon the methods of driving pupils into a corner.

There are others who think a pedagog needs most instruction in the use of his educational material, and they do not attach so much importance to a thoro mastery of the material itself. Give us method, they say, and we shall not be crying for anything else. The wishes of this last group have been gratified, in a measure at least, in the past, for some of the institutions that are pleased to call themselves training schools have turned out a product full of method but empty of substance.

It is worthy of remark that in all this waste of discussion about the training of teachers, scarcely any regard has been paid to the needs of those who wield the rod in rural schools. Perhaps it is a fortunate thing, however, since there have been going forward certain enterprises which are calculated to equip the common school teacher more perfectly for his work. The establishment of county training schools is certain to exercise a vast influence upon the work of the little red schoolhouse. But the county institute is still the principal instrument by means of which the mind and heart of callow youth are molded into forms of sympathy and keenness and appreciation, which forms of intellect and disposition alone will fit in with situations presented in the schoolroom. It is to be feared, however, that this molding is often done by an unpracticed hand, and that the result is but crude and unshapely.

Not long since the writer was an attendant upon certain phases of the work carried on at a county institute, and all he heard was some talk about rules of grammar, devices for shortening processes of calculation, regulations for suppressing the spontaniety of the young, and instructions how to make contracts so that the teacher would be sure to get her money. Between the periods devoted to these serious matters the county superintendent, the book

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*This article has an added interest on account of the fact that Prof. M. V. O'Shea will be one of the speakers at Pacific Grove.

agents, and any other wanderer that happened in, made their appeals to the attention and sympathies of the teachers present.

The effect of all this upon the minds and hearts of the unfortunate pedagogs was not such as one could grow enthusiastic over, if facial expression counts for anything. Their dull, heavy countenances betokened an utter lack of interest in what was going on, or failing to go on, perhaps. The feelings were not touched, and matters appertaining to the nature and modes of fashioning a child's life at different ages was not even hinted at by instructors. There was no Promethean fire in the speakers or in the listeners. The lecturers had nothing to give, so that the teachers imbibed nothing, and there was really nothing going forward. That institute was ready for interment.

Those fertile minds that conceived the county institute more than a half century ago thought it would be very helpful in giving teachers both a knowledge of what they were to teach, and how they were to teach it; and as reading, writing, spelling, and ciphering were the only branches of instruction in those days they were the ones that were taught in the institute. As time went on and the schools, like everything else, became more efficient, it was realized that academic training should be gotten somewhere else than in the week's institute; and the time was gradually taken up wholly with instruction in method. The institute conductor went around from county to county with his pack of devices wrought out of his inner consciousness, or, what is more likely, gleaned from books that had been wrought out of some one else's inner consciousness; and these he crammed down the throats of the teachers for five days. Then, in the course of events, people began to lose faith in the value of this sort of instruction; if it made any impression upon teachers it was to render their work mechanical and artificial. And it was found wanting in the place where it should have been most in evidence, namely, in arousing in the heart of the teacher warm sympathy for the pupil. This view of the case is now gaining ground, tho it has not made much headway in certain parts of our country, the more's the pity.

It seems as if we had now reached the point where we can say, without any fear of overstating the matter, that there are certain things a teacher must possess himself of before he can be entrusted with the guiding of the tender thought. In the first place, he must have made his own the best thought which the race has produced, and which are incentives to the highest form of social life. One who has not absorbed into his own being the best that has been wrought out of the experience of the race as preserved for us in its great literature is not rightly equipped to shape the career of another. Can the blind lead the blind any more successfully in the spiritual than in the physical world? The teacher's function is to lead the young up to the highest point mankind has reached, not only in the knowledge of grammar and arithmetic, but in the broader things of the mind and heart, most of which lie outside of and beyond the purely mechanical studies. There is surely no need of dwelling upon this matter; everyone who reflects accepts it to-day, and realizes that the development of character in the large sense, the fitting of the man in harmonious relation to his fellows, and to

the physical world about him, is the function of the school, and one who is not thus adjusted himself is surely incapable of helping another to attain adjustment in the best and most economical way.

Then again a teacher must have some insight into, and he must sympathize with, child life. He must see what are the springs of conduct at different epochs in the period of development; he ought to know to what great laws of growth are to be referred the varied phenomena of childhood; and, if he is to discharge his duty efficiently, he should know what experience the race has had in its treatment of the activities of the young in different ways. He ought to know how the wisest men in the world in respect of things educational regard the dictum that the child is an imp of the devil. Is this superstition or is it science? Is the spontaniety of the young to be indulged and guided, or to be repressed? Should we try to make Maggie Tullivers or Lucy Deans of our children? Has the riot and madness of youth a place in development? or are these manifestations of adolescence obnoxious weeds that must be destroyed root and branch? A teacher must possess himself of what the race knows about childhood and youth, and the outcome of various attitudes toward them,—the effects of a repressive, inhibitive environment, or of one that conserves and guides the native impulse of the young, or of one that indulges and takes no part at all in shaping the lives of children.

Then, there is need, of course, for the teacher to understand the best ways of fitting subjects to the minds of his pupils as the engineer fits a bridge to a chasm. There is a best way of doing all things, and this does not ordinarily lie open to the view of the uninitiated. The human mind is too infinitely complex to be read by him who runs. There are subtle laws that are discerned only by long, careful searching. One cannot teach the young idea how to shoot until he understands something about it and the way in which he can hold the beginner to acquire the art most skilfully and economically.

Now, in the course of five days, the customary length of a county institute, not much can be done for the teacher along these lines except to inspire her with the desire to achieve full participation in the life of humanity, and point out to her the way in which she may help herself. The function of the institute must be mainly inspirational and advisory; it must awaken ambitions to know both the child and the ideals of the race and indicate how these may be realized.

Recently I listened to a distinguished lecturer as he awakened in an institute an interest in George Eliot's writings. He did his work with a skillful hand, and left everyone longing to know more about those great books which arouse in the reader the best emotions—those which make one more loyal and true and helpful to his neighbor. And these aroused in the soul of the teacher become reflected in the soul of the child.

EDWIN D. MEAD, *of New England Magazine:* The public school is more impotant than all else as an engine of democracy. Education is simply another way of spelling democrary.

Observations on the San Francisco Schools.

BY FRANK J. BROWNE.

PART I.

THE TEACHERS.

To know a school, one must know the teacher. I have tried to learn about the teachers and from the teachers of the San Francisco School Department. I have met principals at whose feet I would gladly sit to gain that wisdom which comes only from strength of character and years of experience. I have met grade teachers whose work is equal to the best. I have met a few teachers, too, who do not measure up to the best standards and who do not appear to be moved by the highest ideals. On the whole, the teaching body is as good as in other cities of which I have knowledge, and it is surely improving. Teachers are elected practically for life, as no dismissal is possible without cause, after notice and trial. What effect has the system upon the schools? In other words, why should I desire an election to a position in the San Francisco schools?

First, I think a sense of gratitude would lead to better service. A conscientious teacher would do her best in my position, but one's best without security is not so good as one's best without worry and uncertainty.

Second, my work would tend to become more efficient because there would be no waste of energy upon matters personal or political for "influence" to secure reëlection.

Third, I would be inclined to establish a permanent home, and to make teaching my life work. It would tend to become more professional. Possibly it is more difficult to get rid of a poor teacher under the life tenure plan, but I find that teachers are earnestly trying to do their best work, to avoid criticism and the notoriety which is entailed upon official investigation. A San Francisco teacher is none the less earnest, is in the best poise of mind, is not diverted by side issues into making the schoolroom a "stepping-stone" into other lines of success.

TEACHERS' MUTUAL AID SOCIETY.

As long ago as 1873 was organized this society, for the purpose of giving pecuniary aid to members when sick and unable to attend to their duties. Each member is required to pay a monthly due of fifty cents, and, in case of inabilities, shall draw the sum of ten dollars weekly, until the sum of three hundred dollars shall have been paid. The sum of seventy-five dollars for funeral expenses is allowed upon the death of a member in good standing. The society regularly incorporated in 1889, has a membership of several hundred, and is constantly paying out benefits to eligible members. Though many teachers of the city are beyond the need of such assistance, they cheerfully pay their dues and keep alive the organization solely from a desire to help others. It speaks much for the fraternal spirit of the teaching body. I know of no similar organization elsewhere on the Pacific Coast.

TEACHERS' ANNUITY AND RETIREMENT LAW.

About the year 1891 several teachers of San Francisco formed an organization to secure legislation in behalf of a teachers' annuity plan, modelled in great measure after the laws then existing in several eastern cities. This informal organization charged its members a nominal monthly due of ten cents, and with this fund sent a committee to Sacramento to press the interests of their plans. The first fruit of their efforts was the Teachers' Annuity Act of 1895, which has been amended by the legislatures of 1897 and 1901.

This act provides that the mayor, superintendent of common schools, and city treasurer shall constitute a commission to have charge of and expend the annuity fund. The

funds are derived (1) from a contribution of twelve dollars annually by each day teacher; (2) from a contribution of six dollars annually by each evening teacher; (3) from gifts, benefits, etc.; (4) from money forfeited by teachers on account of absence from duty. Contribution is voluntary on the part of teachers in service when the act was passed, but obligatory on all teachers subsequently elected. All teachers who have taught for thirty years, and have paid in the assessments for thirty years, may voluntarily retire, and receive $50 a month (evening teachers $25), if funds are sufficient. The income at present is about $1,000 a month, and those already retired are each drawing about $33 a month.

TEACHERS' ANNUITY AND RETIREMENT ASSOCIATION.

The members of the original organization formed to secure legislation were so encouraged by their success that they resolved to continue the organization to supplement the fund provided by the law. They therefore incorporated in 1900, and from dues and receipts from May Day benefit picnics the Annuity Association has on hand over $17,000, the interest on which is applied to increase the monthly benefits of the annuitants.

A PRIMARY SCHOOL.

I called upon the principal of one of the oldest schools of the city. To meet him is helpful. He is a good type of the kind, generous, firm, well-poised gentleman. He is surely a source of cheer and sound advice to his teachers.

"What can I do for you?"

"Perhaps you can direct me to a primary school that you are pleased to have visitors see."

"Certainly,—come with me."

And he introduced me to a primary teacher, who spoke kindly, asked me to be seated, and went about her work as though the school was primarily for the children, and visitors were considered of secondary importance. The room at first seemed quite noisy, and the general attitude of the pupils for a moment indicated poor discipline. But my attention was fixed upon the wall decoration, and the colored crayon work, and the lesson in drawing for the day, and to my delight I forgot the din of the noisy truck wagons on the cobble stones and the moving to and fro of the pupils and the several postures at the desks; for it became evident that each pupil, like myself, was thinking of the pictures, the drawing, the suggested words and language, and was doing intensive work. They were busy in achieving something, and the teacher, after stimulating their interest in the work for the day, had enough sense to let them put their life into expression without killing spontaneity with formal discipline.

"Does the noise of the street disturb your work?"

"Yes, sir, somewhat; but the children are engaged upon their work and are not diverted very much by outside disturbance. My discipline consists in keeping my pupils at agreeable work. You see them going at will from seats to blackboard, because they have work which requires it. While they are carrying out their plans it would often interfere with them—seriously bother them—to face them with petty rules about position, leaving seats, etc."

"Your pupils seem oblivious to visitors."

"They are taught to take them as a matter of course, and they soon are able to retain their poise before strangers as when at home."

"They read with natural expression. What book do you begin with?"

"I use no book at first. We make the lessons in class. I find what the class are interested in and what they already know about, and develop a lesson from their own life as much as possible."

And I left the room feeling that I had met a teacher who was greater than the book, the building, and all other factors in a child's education. The room was well-equipped, the board was ornamented by suggestive drawings and the walls were hung with pictures; but the noblest and most inspiring object in the room was the apparently uninteresting and austere schoolma'am, transformed during my half-hour's stay into a good-looking and devoted lover of little children.

A GRAMMAR GRADE.

I entered an eighth grade room about half an hour before dismissal in the afternoon. The pupils were all girls. The lady in charge was busy with manuscript and drawing work, but after receiving me with a kindly welcome she said to her pupils, quietly, "Girls, this is one of my friends, Mr. Browne of Berkeley." And the entire class, rising with an ease and readiness, responded, "Good afternoon, Mr. Browne," and resumed their work, apparently unconscious of an interruption. Almost the entire class remained in the room at the signal for dismissal to finish a composition exercise. The teacher was called to the lower floor and I was surprised to see that the discipline of the room remained fully as good as when she was present. The problem of self-government was solved. Possibly it was because a visitor was present; possibly it was because the girls had work to do; possibly it was because there were no boys in the room. But I have seen girls who tried to act smart before visitors, or who tried to shirk their work, or who talked and giggled about the boys who were not there. I believe, tho the teacher was absent, that her life and soul remained with her girls, and that they were earnest and honest young ladies because they had peen properly taught the lesson of self-government. To know the teacher is to know in a large measure how it was done.

A COSMOPOLITAN CLASS.

In one room I saw several types of children and asked the teacher to tell me about them. "Well, this school is filled with pupils from a cosmopolitan neighborhood. In the left row you see a Mexican boy. He spoke nothing but Spanish when first entering here, but he now is one of the bright pupils. That boy behind him is a Greek. He entered last month. He could not speak a word of English. The little Jap is very bright, and can read nicely. The negro lad, the one in the rear seat, is rather hard to manage, and I think his parents take little interest in his morals. Then there are Irish and German and Portugese, and I know not what besides. The government of such a school is very trying, and there is constant friction with the parents, until they become accustomed to American methods and ideals." The school was for boys only, and from manifest conditions I think it was for the best.

A short walk brought me to a girls' school for the same community. A fire drill was suggested, and in a minute or so seven hundred girls were ranked in order in a small yard scarcely large enough to contain them. The variety in dress and complexion was interesting. All degrees of shading, from coal black to the clear skin of the refined Caucasian; all colors of dress, reminding one of the primitive impulse for the spectacular. But the curious element was soon banished. A sweet-faced teacher signalled for attention, and the entire seven hundred girls, in almost perfect regularity, gave several calisthenic exercises. As a whole it was the prettiest I have ever seen. Then the flag appeared, the salute and pledge were given, and the entire seven hundred — Japs, Negroes, Mexicans, Irish, Portugese, Americans — united in singing "Columbia the Gem of the Ocean"; and my throat filled, and my eyes were moist, but I have not words to express clearly the cause.

THE CHINESE PUBLIC SCHOOL.

Whatever the people of San Francisco think about Chinese exclusion, they certainly do not believe in excluding from the public schools the children of Chinese parents who have already entered the country. A school of five departments, exclusively for Chinese children, is an interesting feature of the city school department. The problem in this school is to teach an intelligent use of the English language. All subjects are incidental to language, and there is much writing and conversation. I fancied, while inspecting the work of the larger pupils, that the boys as a whole were more serious about their work than American boys usually are The tendency to use unusual and dignified words was readily noticed. The discipline of the room was quite good, and the difficulty of teaching the Chinese mind from an American standpoint was largely overcome by the energy of the teacher, who worked with all her might to make the ideas of the lesson clear, and to put her pupils in an American attitude to the matter at hand. At dismissal I noticed that

some of the little children just entering school capered about with great glee, quite contrary to the morose manner so common with grown up Chinamen. But as the ranks of the several rooms passed into the streets and were swallowed up in the hidden intricacies of Chinatown I wondered if the public schools would undertake the awful task of making loyal citizens of such a people.

THE MUSIC DEPARTMENT.

If there is any music in a child's soul it will respond to the personality of Miss Estelle Carpenter, supervisor of music of the San Francisco school department. The song spirit lives in every room. It is not assumed that this results alone from the work of the supervisor; for I met several teachers gifted with ability to sing and to teach efficiently. Miss Carpenter delighted to speak of these teachers and feels that her work rests in a large measure in her ability to harmonize and utilize this musical ability in working out her plans. "Music," she said, "is a developer of character, and cannot well be over-emphasized in the schools. Musical instruction in the department will in time lead to great choral music for which this city should be famous."

"Of what do you consider a musical education consists ?"

"It embraces the emotional or æsthetic culture from song singing, tone culture and vocal expression, and the technical ability to read music. To some degree these ideas are developed together: but it is apparent that primary children enjoy the emotional side more than the technical. Moreover they are more psychologically capable of acquiring skill in rhythm and tone discrimination than if these things are deferred for later years. The sentiment of the words, the pitch and the rhythm of the tune inductively lead a child into thinking, singing and writing the music; and at this stage of his interest should be taught musical notation, as a means of indicating the child's own musical ideas, and of imparting the ideas of master minds found in great musical productions."

"Do you find the current popular productions of greater interest to children than classical music ?"

"Some of the popular songs are very beautiful and are delightful to children. However, the sentiment and words of the usual 'ragtime' songs are not suitable for children. If children do not delight in classical extracts it is because they know nothing of them. If Schubert's "The Wanderer," Rubenstein's "Voices of the Woods," Mendolssohn's "On Wings of Music," "The Last Rose of Summer," "Annie Laurie," and other selections are properly taught, cheap music will cease to be the center of the child's musical interest."

To verify this statement Miss Carpenter asked me to go with her into a room of boys to witness an exercise. After getting the attention of the class in a charming manner she sang a selection from "Carmen," which caught the attention of the entire room, and they expressed a desire to learn it. She did not give the name of the selection but asked if any one in the room knew it. Several hands were raised, and one boy said "from Carmen," and I realized that the richly gowned "smart set" have no keener appreciation of the Grand Opera than have the children of the humble poor who attend the San Francisco schools.

"Does your work lead to the discovery of superior musical talent and give the initiative to a musical career ?"

"It surely does. I have in mind now a most beautiful voice which would have remained unknown without the opportunity offered in the public schools. Church choirs secure many of their boys through this department. But we do not aim so much to discover exceptional talent in musical execution as to develop in a general way a nobility of emotional life, and the power that comes from musical knowledge and results in the ability to express itself in rhythm and harmony."

How I wish the teachers of my childhood had been such as she !

DRAWING.

The drawing taught in the San Francisco schools is somewhat different from that

usually found in public schools. Miss Katherine M. Ball, supervisor of drawing, is enthusiastic in her work, and readily discussed her methods and theories.

"Drawing teachers have been too technical, too logical," said she, "and it is only within the last few years that we have thought intelligently of the child and its psychological relation to the subject. This side of the question now leads us to use such methods as stimulate interest and spontaneity in expression.

"To what extent do you teach outline drawing?"

"We aim to teach *seeing* and the mode of expression is dependent upon what the child sees. A picture of a concrete thing must be a picture of a mass of color. The eye sees no outline. If the child is led to draw what he sees, he will not make an outline to represent a mass, for an outline must be abstracted from the mass."

"Do you encourage copying from the plat?"

"Only in rare instances and for a definite purpose. Observation of things is one phase of development, while observation of art, or modes of expression, is another. When the eyes have been trained to see things, and the pupil feels the need of seeing art, or learning the "how" of expression, he is ready to study good examples of drawing, and the best way to study them is to copy them. In such cases copying is beneficial. But the ordinary copying of drawing cards or drawing-book illustrations as a substitute for object drawing or any phase of creative work is decidedly uneducational. The child should get his concepts from real things and not from pictures. A child leans to draw a cat from a card; that drawing stands as a symbol for a cat and appears and reappears every time a drawing of a cat is required for any purpose. The cat here 'comes back' as in the other story and it seems almost impossible to eliminate it from the child's mind. And further, this very drawing seems to block the way to a real observer of the thing itself. Observation of an object involves not the appearance of one position, but the appearance of the thing in many positions."

"Do you think that children are capable of exercising their æsthetic sense in their younger years?"

"Certainly. But here as in other things, the sense functions in proportion to its development. What is beautiful to me is ugly to another, according to perception. The right kind of teaching awakens interest and observation of things beautiful, and the æsthetic sense grows proportionately. There is a great deal of difference, however, between developing the aesthetic sense and teaching principles of art. The latter belongs to the grammar and high schools."

"How does your method lead to industrial or scientific drawing?"

"By making a right foundation for it. Industrial and scientific drawing are avocational and technical; based on special training, which should be acquired in technical schools. The public schools do not prepare its pupils for special work, but for life. We aim to teach our pupils to see the things of the world and tell us in their drawings what they see. Incidentally, they learn to draw, but the drawing is more of language expression than of artistic representation. If the pupils see the truth they will represent it scientifically. If they are led to appreciate good designs, they will express ideas of design when the need for it arises. With our present method we have all the power to do the industrial and scientific drawing of the past, and in addition have the ability to see, enjoy and represent color. The introduction of mass and color representation has brought into our schools 'a sweetness and light' not felt before, and teachers and pupils have a new interest and even a delight in the work."

"What is your reason for changing your method so frequently?"

"We merely keep abreast of the times and try to keep in touch with what is being done in other cities. We aim to be conscientious students in child study, pedagogy, and art, and are constantly striving to adapt the new education to our own peculiar conditions. We experiment along new lines of thought, and as fast as we find ideas practical we utilize them, while we also discard everything we find to be uneducational. We have a great many teachers of creative ability who are constantly experimenting on new prob-

lems and who get very interesting results. We try to be alive and grow, and have by no means arrived at crystalization in a system of art instruction and I trust we never will."

Miss Ball strives and improves; thinks, works and judges from results. The teachers know "she's in town." Every room shows drawings of vases, flowers, landscapes, and original illustrations of historical and literary stories. The children put something of themselves into these pictures, and in this fact lies the value of their efforts.

Real Progress in America.

There will, of course, always be pessimists who lament that the present is worse than the past: and for editorials with a point against Tammany or against Wall Street, it is the right thing to begin by declaiming that politics has reached its lowest moral ebb, or that the whole life of the land is sacrificed to commercialism, writes Professor Hugo Munsterberg in *The International Monthly* for November. This may be effective, but it is not true. The stronger current of the nation is at present setting in the opposite direction. The number of men who, unselfishly and with high ideals, serve the community in a thousand forms is undoubtedly increasing every day. The Roosevelt type is increasing in politics, but far more outside of politics. If the feeling of duty led merely to financial bequests, it ought not to count for too much in a country in which—compared with Germany for instance—the rich men pay so small a tax; but those men should count who give their time and effort, their intellect and honesty to public trusts. "Noblesse oblige" is daily more felt. but it presupposes, of course, the "noblesse,". the aristocracy. That the new time means a new life for art and science must impress everyone. The rapid growth of our graduate schools, with their goals far beyond the reach of the college, demands an understanding of the value of pure knowledge, which offers itself at first only as a luxury of the leisure classes: truth for truth's sake belongs to an aristocratic society. And since the days of the Chicago Fair and the Washington and Boston libraries, the wave of American art is swelling. All the conditions are surely favorable to it. History has always shown that art comes to fullest flower whenever wealth is abundant, so that a leisure class may exist, and when, at the same time, a characteristic national development arises. The leisure class is as yet made up for the most part of women, but the more wealth comes into the second and third generation, the more men are joining their ranks. And the more the new politics brings the country into relations with other nations, the more it becomes conscious of the specific national characteristics of civilization. This beautifying impulse, which is so strictly antagonistic to the utilitarian aspect of democracy, brightens the whole country. Ten years ago the railroads were no less well-equipped, but the railroad stations were painful to a European eye; the new stations built in the last ten years in the leading cities reflect the whole development of a nation which is passing thru an aristocratic period. Not the narrowness of the farmer, but the æsthetic taste of the educated controls the outer forms of public life, and the marble of the public halls teaches the masses that they must refine their manners. Still more evident is a growing refinement in the industrial art and in the decoration of the home. Democratic wealth admires silverware and jewelry, aristocratic life does not care for the value of the material, but appreciates the form, the idea, the soul: Tiffany glass and Rookwood pottery would have been impossible in America twenty years ago.

Practical psychology, briefly defined, is the art of successfully directing the mind along a desired channel,—of establishing confidence, making one think. It is the intelligent application to every-day affairs of life of the principles which underlie the control of the mind, and the higher development of the soul. It deals directly with the delicate nature of the mind, how best to influence, direct, and develop scientifically. Theory is but the shell, practical application the kernel; together the perfect fruit, "useless each without the other."—*Practical Psychology, July, 1901.*

Mothers' Club Department.

CONDUCTED BY JENNIE L. HAVICE.

At the Laguna Honda Club the President read: "Promotion of Bright and Slow Children," a paper written by Mrs. Caroline F. Burk, and published in *Education l Review*. Extracts from it are as follows:

"The amount of work apportioned to the year grades of our common schools is supposed to be gauged by the ability of the normal child. Without doubt in the system of yearly promotions the majority of children pass thru the year's work and are sent ahead into the next grade; they are called normal children. In the yearly promotion system it is admitted that injustice is done to a number of children, but it is said in defense, we must arrange for the normal child, for in so doing we give the majority its due.

"The normal child of one year is not necessarily the normal child of another year. The system of frequent promotions with a possibility of individual promotions from section to section at any time is the one that does justice not only to the majority but to all. Looking at slow children we find that poor health cuts but comparatively little figure and that while lack of industry and poor mentality are pre-eminent, the most prevalent disease with which slow children are affected is absence, and this is a striking fact which ought to be brought home to parents who wonder why their children are not promoted.

"It is interesting to note that among the fast children the especially industrious pupil is more prominent than the especially bright pupil. The kindergarten is always an object of interest and sometimes of dread to the primary teacher. Of the children entering the first grade at the beginning of the year forty-eight per cent of the kindergarten children made less than three sections during the year as compared to sixty-five per cent of those who had not attended kindergarten.

"The child of the sixth, seventh and eighth years is in a period of nascent sense centers and fundamental motion development and his instincts to do and perceive and to remember are apt to be pushed aside and he is invited to think. But he does not want to think and so he is called slow. Again in the upper grammar grades that stage of development just previous to the budding of adolescence is perhaps not sufficiently taken into account with a curriculum adapted it."

At the November meeting of this club Mrs. Havice read a paper on "Punishments," which led to some healthy discussion, in which the president, Mrs. Van Vlack, and Mrs. Clifford took part. Punishments generally are not looked after carefully enough. It is wise for mothers to look after their children even if they are perfect. Many misunderstandings would be done away with. At home and at school the child should be made to understand in all punishments that he is being held up to a point of excellence. Dis-

obedience and falsehoods should never go unpunished. To save punishments occupation must be found and superfluous energy directed wisely. Boys are thought to be very open and frank in expression and hardly ever lay up any animosity. This feeling of getting over punishments is gratifying, however. They are soonest ready to do wrong a second time, tho they really prefer to do right. A little work will nearly always put a boy in good humor. One mother thought sloyd an occupation that should be in every school. Rev. Dunsmere was quoted as saying "he would not have missed manual training in the education of his boy for anything." It is the salvation of some boys. Fear of punishment makes children unhappy, but a child remembers with most gratitude those who were not lenient, but brought up to the mark. Girls are more or less under restraint and need less punishment than boys. Corporal punishment is not any more of a degradation than any other punishment. The mothers were referred to a chapter of Right and Wrong Punishments in Study of Child Nature, by Harrison.

Mothers from other districts were present at this meeting. Tea and cake were served and everybody seemed to have a good time socially and otherwise. The next meeting will be held the third Thursday in December. The paper on "Punishments" will be published in January.

Teacher to little Waif—"How old are you, Ruby?"
Little Waif—"I was nine years old the day after the circus."

PACIFIC COAST ASSOCIATION OF CHEMISTRY TEACHERS.

By EDWARD BOOTH,
Chemistry Department, University of California.

In July of this year a number of chemistry teachers attending the summer school of the University of California at Berkeley decided to organize an association which would bring more closely together the teachers interested in chemistry. Roy J. Young, of the Berkeley High School, was elected president; W. A. Sheldon, of the University, vice-president, and Edward Booth, of the University, secretary-treasurer. The organization of this association was not without precedent, for similar associations exist in various parts of the country, notably in New England and in New York. The first of these will in a few months hold its fifth annual meeting and the second is looking forward to its sixth.

The object of the Pacific Coast Association is to bring the members more closely together, that they may enjoy all the advantages arising from mutual acquaintance, to enable them to compare methods, to learn the needs of the community, and in general to improve the teaching of chemistry. The recently published list of schools, pupils of which are received by the University of California without examination, shows that there are one hundred and sixteen of these in California. But this does not include all the high schools and academies in the State in which chemistry is taught more or less thoroughly but which are not quite up to the University standard, nor does it include the many schools in neighboring states that regard Berkeley as their educational center. Of the accredited schools, a few are not accredited in chemistry; but omitting them from the calculation, it would undoubtedly be a very moderate estimate to say that there are two hundred chemistry teachers in the Pacific states who will profit from such an organization.

It is only recently that people have begun to realize the immense importance of a knowledge of

chemistry and of the desirability of having it properly taught. Germany is a shining example of the value of this kind of knowledge, the chemical industries of that country having raised her into the front rank as a manufacturing and commercial nation. It is certain that the expansion of chemical industries has been the main cause for the great increase in Germany's business within the past score of years, an increase that has caused great uneasiness in England. The present epoch is a chemical one and a nation must rear chemists if it does not wish to be distanced in the race. England, seeing its commercial supremacy threatened, is making desperate efforts to repair its old errors and overtake Germany—an almost hopeless task. And the United States, too, is waking up. At a meeting not long ago of the American Chemical Society it was announced that there were five thousand chemists employed in commercial concerns in the United States, and that the number was rapidly growing. These facts show the importance of a proper teaching of chemistry, especially in the preparatory schools. The university may be trusted to do what is right about the more advanced chemistry, but many pupils of the lower schools never see the inside of a college and must get their whole knowledge of chemistry from their high school training. While this knowledge must necessarily be elementary in its character, yet, if properly adapted to the pupil, it may at any rate start him in the right direction. It should open up the whole field for him, should show him what chemistry is and all its importance. Even if he do not enter very far into the field, it should take him to the border and let him see what a pleasant place it would be to walk in. Moreover, this careful instruction in the lower schools is of the greatest value to the university. It is an old comparison to speak of life as a building, of which the stability depends on the foundations; but even though a trite simile it is a good and appropriate one. And it is so with chemistry; a good foundation, and one that can be obtained in the high schools with proper teaching, is of the greatest advantage to the student who wishes to continue such a course in the university. There are some schools in California in which good thorough courses are being given, and many in which, unfortunately, such is not the case. An experience of several years at the university has shown me the difference among schools in this respect. There are schools the pupils from which are not only well prepared for entrance, but prepared to take advanced standing, and who do good work during their whole college course. The university labors under the disadvantage of being overcrowded; students in the scientific branches cannot receive the individual attention that is desirable. They must be rightly started before they enter the university, and this start must be made in the high schools.

There are some teachers who understand the necessity of this thorough training in the elementary parts. They know how much depends on it and they do their work well. But there are many who fail to recognize its importance and send to the university students who would really be better off if they were entirely ignorant of the subject. Many of the failures on the part of teachers are due to ignorance as to the best methods of teaching such a science as chemistry, an ignorance that it is hoped the new association will be able to overcome. The summer school of the university has done much in this direction, for science teachers have assembled there every year, have come in contact with each other and have learned new methods. But the summer school lasts for only a few months and is insufficient for that reason.

An attempt has been made by the new Chemistry Teachers' Association to collect statistics concerning the status of chemistry in the high schools throughout the State. The accumulated data is not sufficient yet for any very broad generalizations; but as far as it goes it shows considerable attention is being paid to chemistry teaching in all the better schools. Laboratory facilities are, as a rule, described as being satisfactory. In fact, one small high school reported that its equipment was better than that of university, and as the teacher of chemistry there has attended at least two sessions of the summer school, he should know. There seems, however, to be an almost total lack of books of reference, and that of the course is a serious error. There is no habit more useful for the ordinary student to acquire than the habit of finding answers to his own questions. The ability to find information is almost as valuable as the knowledge itself, and is absolutely necessary in most sciences. No one can pretend to remember the innumerable facts of chemistry, and he need not make the vain attempt to do so, if he but know where and how to find what he needs. All schools with laboratories should have some good reference books. They need not be numerous but they should be well selected, and the students should be taught to consult them. The New England Association recognized this need so much that it published and sent to all its members a list of books from which to make selections. A few schools are notable exceptions on this point and are worthy of being taken as examples. The library possessed by the Pierce Joint High School at College City, Colusa county, might be used as a model by schools unable to make large expenditures. There are but fourteen books catalogued as chemical, but they cover all the main departments of chemistry, organic, inorganic, physical, theoretical, industrial, and historical. Books of this kind are always ready to help and frequently will do so better than the teacher can.

Many teachers of science, chemistry as well as the others, have found that they can awaken an interest among students by showing them the practical, useful side of the subject. One chemistry teacher said: "I never succeeded in getting my pupils fully interested in chemistry until we began to take up the various industries of the neighborhood, and when they saw that chemistry was not merely a laboratory or text book science it at once began to possess a new interest." It is in such cases as this that the proper books prove especially valuable.

Chemistry is one of the sciences that must be taught. Students are not apt to pick it up for themselves, and consequently much depends on the teacher, and of course on the use of proper methods. The use of apparatus must be shown, and the numberless difficulties that arise in the laboratory must be explained as they arise. If the teacher be not capable the student suffers. So, anything that will overcome these defects in the teacher—that will improve his methods—whether it be summer school at the university or membership in the Pacific Coast Teachers' Association, should be encouraged.

The first circular of information issued by the new association contains the following interesting

letter from Professor Ira Remsen, President of Johns Hopkins University, and the leading authority on chemistry in the United States:

"I thank you for the opportunity you have given me to say a few words to the members of your association. The formation of such societies as yours will, I am sure, do much to further the study of chemistry and raise the standard of teaching. As I have watched the work of teachers of our science in schools, in colleges, and in universities, it has seemed to me that the chief defect is, what in plain English may be called, slovenliness. The students get into bad habits of work and have no clear idea in regard to what they are doing. They are often left to themselves too much and work as they ought not to without knowing that anything is wrong. Then too, when the students attempt to give an account of what they have done, they use language that would hardly be permitted in a recitation room or in writing about a literary or historical subject The language and the note books are apt to be slovenly, especially if the work has been slovenly. Now we shall never get what we ought to get from laboratory courses in chemistry or any other subject until this slovenliness is eliminated. The ability to state the source of an element, its properties, or the law of definite proportions or any other law—this ability is of little value. This kind of knowledge is meaningless unless based upon some actual experience in the laboratory.

"Courses in scientific subjects are still on trial and we teachers of chemistry are to determine by the way we do our work whether these courses are to be recognized as valuable from a purely educational point of view. Too much of the instruction now given seems to be shaped with the idea that the pupils are all to become chemists As a matter of fact this is true of very few of them. But I may as well stop here. I have opened up too broad a subject to be dealt with satisfactorily at this sitting."

Yours very truly, IRA REMSEN

ON WHEELS.

Editorial Correspondence.

I took a glimpse of the Los Angeles State Normal School in November. The improvements that are approaching completion will add much to the convenience and attractiveness of the buildings. The bridge connecting the two buildings will be a unique and interesting feature. It is not the buildings, however, that form the Normal. The classroom work, the professional spirit of the teachers and students, the progressiveness of the superintendent are the vital part of any school. The assembly room of the Los Angeles Normal, however, deserves publicity. It is most artistic. The pictures of Lincoln and Washington, the statuary at the rear of the hall and on each side of the platform, the drapings, the grouping, are all up to twentieth century standard taste. There is an ethical education in the assembly hall. The corridors of the building are also made beautiful and useful by a display of the art work of the students. While I visited a number of the classes I was particularly interested in the kindergarten, the domestic science department, the manual training and drawing. These departments are in excellent condition. They are not a fad. They are not conducted as an attractive feature to show visitors, but are a part of the work of the school. Geography, arithmetic, and domestic science correlate just as much as reading, writing and arithmetic. It is the adoption of these things in our professional schools that will lead finally to a more rational training in the rural schools. President Pierce expresses the situation in the preface to his catalog:

"Believing that the Normal School should be the center for the training of kindergarten teachers, six years ago the Board established a department for the purpose. Its influence is felt throughout southern California, our graduates having charge of a large number of the kindergarten schools of this section.

"Manual training is a phase of education that is attracting the attention of educators. It will not be long before it has a place in the course of study in all schools from kindergarten to college; therefore, teachers must be trained to meet this need. Foreseeing this, wood sloyd has been a part of our curriculum for the past seven years. Cardboard sloyd, raffia work, basket weaving, and other phases of hand work adapted to the different school

grades, have been lately added to the course. One more step has seemed to be necessary in the growth of our work, and that is some training for the young women in domestic science and domestic art. Hence, a short course in sewing, cooking, and general household economics has been introduced.

"Along with the development of these different kinds of work, there has been a continuous study of the public school problem by all the members of the faculty. The training or practice school should be the real center of a normal school."

If I were asked to give my impression of the work in the Los Angeles Normal in a single statement I would sum it about as follows: The practical application of the theories of the new education in daily classroom work.

The annual recurrence of Christmas brings the season of gifts, chimes, worship, vacations, family reunions, etc. It also brings the Christmas supplement, and other objectionable things; but the most objectionable of all is the daily Christmas supplement, with the inartistic reproductions of Madonnas. These pictures have been reproduced every year, with unvarying success in creating artistic crimes. The blurred picture of a Madonna is criminal. The *Examiner* was partially successful this year in its failure. Sometime it is to be hoped that the supplement to daily papers will be discontinued, and the field of art reproductions and printing will be left to the magazines.

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To our school superintendents, trustees, school officials, and our subscribers, we extend the compliments of the season. The return of Christmas good cheer emphasizes the fact that the editor of the OFFICIAL JOURNAL has received the most courteous treatment from all. It is the earnest desire of the editor to see THE JOURNAL increase each year in usefulness; not by the publication of "yellow educational material," but by keeping close to the standards set by the State Board of Education.

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The problem of professional ethics will be discussed at Pacific Grove. We print in this issue a discussion of the subject by President Van Liew of the Chico Normal School. The article will be printed in monograph form, and is offered for free distribution by THE JOURNAL to any one who is interested in promoting professional standards among teachers and school officials.

The Los Angeles Military Academy.

During the month of November I visited the Los Angeles Military Academy, conducted by Walter J. Baily, formerly superintendent of schools of San Diego county, and a well known teacher. Prof. Baily is now headmaster and manager of this very excellent school. The grounds are fine, the building large and well arranged, and in every way suitable for a school of this kind. The assembly hall is well equipped with new pianos, the library well stocked with standard books, the reception, study and recitation rooms all that could be desired. Prof. Baily also has accommodations for a number of boarding students. It is just the school the parent desires who wishes his boy trained in habits of study and strict obedience to proper rules and regulations. The military training at this school is excellent.

Prof. Baily is ably assisted in the management of the school by his accomplished wife and able corps of instructors. For catalogue giving full particulars address,

W. J. BAILY,
Principal Los Angeles Military Academy,
Los Angeles, Cal.

Official.

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Superintendent of Public Instruction Thomas J. Kirk visited during the first week of December the Los Angeles and San Diego Normal Schools, also the public schools of Santa Barbara and Ventura. Superintendent Kirk will visit Mono and Inyo counties December 16th to 20th. He will therefore not be able to attend the California Teachers' Association.—THE EDITOR.

SHALL HIGH SCHOOLS RECEIVE STATE RECOGNITION.

BY THOMAS J. KIRK,
Superintendent of Public Instruction.

There will be submitted to the electors of California at the next general State election proposed Constitutional Amendment No. 4, amending Section 6, Article IX, to read as follows:

Section 6— The public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature or by municipal or district authority. The entire revenue derived from the State School Fund and from the general State school tax shall be applied exclusively to the support of primary and grammar schools; but the Legislature may authorize and cause to be levied a special State school tax for the support of high schools and technical schools, or either of such schools, included in the public school system, and all revenue derived from such special tax shall be applied exclusively to the support of the schools for which such special tax shall be levied.

The purpose of this proposed amendment is to secure State recognition, which is now denied to High Schools and technical schools. There were in California at the close of the school year, June 30, 1901, 129 High Schools with 587 teachers and 13,197 pupils. The question to be voted on means shall these schools, these teachers, and these pupils be considered as embraced within the public school system of the State?

Few things seem more reasonable and just than that High Schools shall be made one of the links in our State educational chain that begins with the kindergarten and ends with the university. High Schools as they are now maintained and related to the State school system are more strictly private than public schools. They are supported entirely by local or district taxation. The State extends neither aid nor recognition of any kind to this class of schools, except to provide by legislative enactment how they may be organized and maintained by local authority and taxation.

More and more have these secondary schools become popular during the

past years. In the estimation of thoughtful friends of public education they but fill the place to-day that was occupied by the elementary schools thirty years ago. Our primary and grammar schools are rightly recognized as essential to the very existence of the State, as its best safeguards against crime, vulgarity, ignorance, and poverty, but the High Schools, which should differ from the lower schools only in degree, are found to be necessary in meeting the advancing and advanced demands of the times. They are needed to give that foundation which is requisite not for the professions alone, but for all the business vocations of life. It requires a great deal more knowledge, training, and culture to give a man respectable standing and preparation for any pursuit in life than it did a few years ago. We may rarely expect to meet an Abraham Lincoln who has attained success without a pretty thoro educational course of training. Four-leaf clover is a plant of freakish growth. Man's environment has wonderfully changed in the period of the last generation. Discoveries and inventions, progress and complexity in the appliances of the arts, the industries, and the sciences render it necessary for him to possess more information, greater skill, and more keenly sharpened faculties than ever before. There is need at every turn for richer endowment of mind and heart such as the truest and best educational training can give, in order to achieve meritorious results.

It seems scarcely necessary to offer an argument or make a plea for the claims of the High Schools. Their growth in the State during the past ten or twelve years has been almost phenomenal. Forty-four of the fifty-seven counties have established one or more of them, and the time has come when it is believed they may properly come under the fostering care of the State. There can be no good or sufficient reason advanced for declining to place them in the State system along with primary and grammar schools, normal schools, and the University. Every reason for extending State aid to the University may with multiplied force be advanced for extending it to the High Schools, for the University is open only to those who have been prepared for admission by the High Schools or schools equivalent.

The proposed amendment seeks not to intrude upon the long-standing and cherished provisions made by the State for the maintenance of primary and grammar schools. If it did, the measure would deserve overwhelming defeat, for all true friends of public education know that the elementary schools are the sub-structure upon which all else rests, and it is confidently believed that the people of California will ever guard with watchful care the law and the means by which the common schools are sustained. It will be observed that the measure under consideration stipulates particularly that all revenue derived from the State School Fund and from the general State school tax shall, as now, be applied exclusively to the support of the primary and grammar schools. The plea of the High Schools is chiefly for acknowledgement as an important part in the State educational system and with this recognition the privilege of the people, thru the Legislature, to extend such aid as may be deemed proper.

It will never, in my judgment, be thought wise or expedient to maintain High Schools wholly by the State. Our primary and grammar schools even

are not maintained by the State exclusively but by revenues derived from a unique and happy blending of State, county, and district provisions. From the method of apportioning public school moneys on census and average daily attendance, which method it is not proposed to disturb, the support of High Schools must be left more largely to local pride perhaps than any other class of schools, but from their character and importance they certainly deserve recognition and some assistance from the State.

Public education is one of the chief concerns of the State because it pays, and we have yet to learn of a country that has overdone in behalf of this cause. As schools and educational facilities have been provided, has every commonwealth taken rank among the sisterhood of states. To her generous policy toward the cause of public education does Massachusetts owe the marked high plane of her citizenship. Those states that have been parsimonious in behalf of this cause are correspondingly behind, not only in culture and refinement, but in the business and material affairs of life. Education and general prosperity go hand in hand.

The spirit of the people of California toward the cause of public education cannot be complained of; it has always been liberal, generous even, but in the adoption of the Constitution of 1879 there was failure to provide authority for extending State aid to any but elementary schools. High Schools have been established in the enterprising sections and have flourished not because of State assistance or recognition, but rather in spite of it. This is no reason, however, why the State's fostering care should not now be extended. Sixty years ago some excellent schools were maintained by local pride in different parts of the country when the district plan of support of schools wholly prevailed, when there were no State school systems. But to eradicate the district plan and to establish State systems of public education was the life effort of such educators as Horace Mann and Newton Bateman. By the proposed amendment it is asked that what was neglected or intentionally denied in 1879 be given in 1902.

The proposed amendment should also appeal to voters of the State who may give careful thought to the question upon the grounds of greater educational harmony and better adjustment of all the parts of our educational system that will undoubtedly result from its adoption. No support for High Schools being provided, the grammar grades have in some portions of the State been extended far into the domain of high school work. In some instances where demand for the advanced branches was felt the lower school has been made to embrace the tenth, eleventh, twelfth, and even the thirteenth and fourteenth years or grades—this to the detriment of and at the expense of the grammar school, a violation of the spirit, at least, if not of the letter of the law.

If this amendment be adopted, it is believed that it will harmonize conflicting interests, enable school boards and teachers to determine and fix the point where the course of the grammar school ends and where that of the high school begins; that it will give encouragement to the high schools, the colleges of the masses, and that it will be another marked step in the continued advance and progress of California.

PUBLISHERS' NOTICE.

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HARR WAGNER, Editor.

THE WHITAKER & RAY COMPANY, PUBLISHERS.

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The Official Organ of the Department of Public Instruction of the State of California.

The trend of action on the part of boards of education, trustees, regents, and others to retire men of mature years should be stopped. The modern university and professional school are suffering from the surplus of underdone Ph.D. The high schools of this state have a sufficiency of inefficient youths. There is a glory in immaturity. Boyhood, young manhood, lusty twenty-five, active thirty, and vigorous forty, attain results and have undeserved possibilities. There is no objection to youth. No man was ever great who lost his boyhood. The new American is the chap who is a boy at sixty. It is the tendency on the part of official boards to turn out men who have been tried by experience for the purpose of securing a young man that is deplorable. The San Francisco school board will not consider anyone for promotion or election who has had over twenty years' experience. This puts the age limit at forty years. Yet two members of the board have seen years of teaching, and not willing to place a discount on the value of their present service. Boards of trustees in all parts of the State limit the age of applicants. Sometimes their request for teachers are under thirty years of age. President Jordan put the age limit at forty in selecting the original faculty for Stanford. To-day the faculty, including the instructors, will not average much over thirty. The tendency on the part of governing bodies to secure men who will age with the institution and be the institution, is a good one. The wide advertisement of the demand for men with a scarcity of years has reached the public schools, particularly the high schools, and the result is that the McChesneys must go. And once out, no matter how great the record, there is no call for duty, except from the old man with the scythe. Le Conte, at seventy eight, was the greatest teacher in the University of California. He accomplished the greater part of his work after he was fifty-five years of age. The world offers great examples of the sages, seers, prophets—all old men. There never was a boy prophet. There have been hundreds of boy politicians, but there never existed a great boy-teacher, except Christ, and he was divine. The ablest principal in the Cleveland schools is a lady seventy years of age. The ablest university president is sixty-five, and the second ablest is seventy-one. The best supervisor of a training school on the coast is Jean Parker, with forty years' experience. Age may be conservative, but it is not useless. We are anxiously and impatiently waiting for some of our prominent educators to get as old as Le Conte so that we may sit at their feet and learn.

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The next important events to the teachers of California will be the Southern California Teachers' Association, Lewis B. Avery, president, Los Angeles, December 18, 19 and 20, and the California Teachers' Association, Pacific Grove, Richard D. Faulkner, president, December 30, and January 1, 2 and 3.

WESTERN SCHOOL NEWS.

Professor Foster of the Union High School of Fort Bragg has resigned.

There is a movement in Los Angeles to establish an industrial school for colored boys.

H. L. Lunt, city superintendent of schools of Riverside, has become an advocate of the individual drinking cup for children.

Superintendent Nangle of Tehama County spent the week of November 25 in San Francisco and Oakland visiting the best schools.

Under the direction of Superintendent J. A. Foshay the schools of the city of Los Angeles observed Thanksgiving Day with suitable exercises.

H. H. Johnson, the author of a series of song books, a noted teacher of music and physical culture, has located in this state at Biggs, Butte County.

Miss Paddock, a teacher from Detroit, Michigan, was injured by falling in a stream on her way to school in the Philippines. It was necessary to amputate her leg.

Mason Stone has succeeded Dr. D. P. Barrows as superintendent of the Manila schools. Dr. Barrows resigned to take up the work of education among the unchristian tribes of the Islands.

Dr. C. C. Rounds, the well known institute instructor, who was booked for Los Angeles and Monterey, died suddenly of heart disease a few weeks ago. President Faulkner had made all arrangements for his services when news came of his death.

The teachers of the Oakdale Grammar School extended a welcome to the teachers of the Modesto Grammar School, who made them a pleasant visit on Saturday last. After the visiting teachers, composed of Professor Roesman, Misses Dennet, Monaco, Haislip, Wheeler, Beck, and Mrs. Gates, had spent considerable time in inspecting the new schoolhouse, an hour or more was profitably devoted to an interesting talk as to the best methods of teaching, which afforded a wide range for an exchange of views on the several branches discussed. In the afternoon the Oakdale teachers, headed by Professor Murtha, enjoyed a pleasant drive in company with their visitors thru Oakdale and suburbs, which was extended to Orange Blossom Colony, a distance of seven miles east of town.—Oakdale Leader.

The annual meeting of the Public School Teachers' Annuity and Retirement Association was held November 15 in the auditorium of the Girls' High School and was attended by fully five hundred members. L. A. Jordan presided and read his first annual report. In the permanent fund, which is to be raised to $50,000 before any use will be made of the income, there is now $17,284.53. In the hands of the mayor, superintendent of schools, and treasurer in the permanent fund under their control is $13,395.10, making a total of $30,679.68. During the year the association has lost seven members by death. Appropriate resolutions were adopted to their memory.

A. L. Mann was elected president and R. D. Faulkner and Miss Carrie Hunt as trustees to succeed Miss E. R. Stincen and Mrs. M. Pragg. T. H. McCarthy was reelected. These trustees will serve for three years.

Hanford's teaching force visited on October 25 City Superintendent McLane of Fresno and the teachers of the city schools. They took advantage of the vacation of two days in Hanford, given on account of the fair, to drop in on Fresno and see how the Raisin City teachers do things. They left home bright and early, too, and arrived here at 9.10 in the morning. They were met at the Southern Pacific depot by Mr. McLane, who informally welcomed them.

But they were all bent on business and soon divided into groups to visit the different schools. They were taken to the Lowell, the Emerson, the Hawthorne, and the grammar schools. Each teacher visited the room corresponding to that which she teaches, and the day was quite profitably spent.

The visiting Hanford teachers were the following named: Misses Edith L. Ross, Adalia J. Campiglia, Elsie D. Lee, Minnie Stevens, Clara E. Viney, Marguerite Hanley, Ethel M. Freeman, Mabel Argues, Mary Cortner, Nellie Fiske, Edna M. Robinson, and Albertina Treadwell of the grade schools, and Misses Lucy A. Barker, Margaret Bready, and May C. Gilooly. George M. Weems, and C. C. Childress of the grammar school.

Mr. Childress, principal of the grammar school, in speaking of their visit, paid a high compliment to the Fresno schools and to Superintendent McLane. "Our teachers are very much pleased with what they have seen," said Mr. Childress. "I can say for your teachers in Fresno here that they deserve all the praise that you can give them. Things seem to be running in excellent style. We all wanted to see the Warde reading system in the lower grades. Fresno was, I believe, the first city in the state to introduce it, and the teachers here thoroly understand it."

Governor Henry T. Gage is canvassing the merits of a score or more of gentlemen whose names have been suggested as trustees of the State Polytechnic school.

The new institution is the one public edifice installed in the life of the present state administration. The selection of trustees will not be made until after Jan. 1.

Senator C. S. Smith, who has represented the Kern-San Luis Obispo district in the upper house of the state legislature in the last two terms, is responsible for the act to establish a polytechnic school to be managed by the state. Senator Smith worked hard to have the school begun in his first term. He partially succeeded in having passed the legislation necessary, but the act died in the assembly.

Two years later the act went thru both houses but met with a pocket veto.

Last winter Governor Gage approved the idea of the new school, and the needed legislation, carrying an appropriation of $50,000, received gubernatorial sanction.

The law empowers the governor to select a board of five trustees who will superintend the construction of the school buildings and select the site needed for the purpose. The act will become effective January 1, 1902.

By the terms of the law the school is to be located at or near San Luis Obispo. The object of the school will be to furnish to the young people of both sexes in California

mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy and such other branches as will fit the student for the non-professional walks in life. It is provided the law must be liberally construed to the end that the new institution may contribute to the industrial welfare of the State.

Governor Gage must select the five trustees provided for by Feb. 1. The Governor and State Superintendent of Schools Kirk will be ex-officio members of the board. The site for the school must be selected within ninety days after the board of trustees shall have been appointed. The school will be conducted as provided in the regulations and laws governing the State's normal schools. The members of the board of trustees will serve four years. The new institution will be the first of its character on the Pacific Coast, and one of the few of its description in the United States.

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NOTES.

Prof. T. L. Heaton conducted the Institute in the State of Nevada, Nov. 26-27-28.

The Stockton "Mail" is publishing a series of editorials against stenography and typewriting being taught in the public schools.

Prof. Thos. P. Bailey Jr., well and favorably known to our teachers, will attend the Santa Barbara, Ventura and Los Angeles county institutes, December 16–20.

Ginn & Company, of 325 Sansome Street, San Francisco, are making a very attractive offer of a photogravure reproduction of Gilbert Stuart's famous painting of George Washington, size 22x28 inches, to schools buying library books from their list to the amount of $10.00 or over.

Jennie L. Thorp of Healdsburg, Cal., has written a beautiful song entitled California, Queen of Old Columbia. It is suitable for use in the public schools. Copies can be secured by addressing Jennie L. Thorp, Healdsburg, or any San Francisco music dealer.

The "Crescent Record" of November 9th prints an exposé of Mr. Colwell, agent of the Diamond Publishing Company of Minneapolis, who was selling new education charts. The matter was investigated by the grand jury and the district scored the agent severely for offering bribes.

Miss Mary K. Polk, formerly a teacher in the High School of Los Angeles, sailed on a government transport from San Francisco on November 23rd, for Manila. Miss Polk accompanies Prof. Strong as his private secretary. Prof. Strong is at the head of the biological station at Manila.

Mrs. May L. Cheney, appointment secretary at the university, has just received a letter from the Superintendent of Instruction in the Philippines, Fred W. Atkinson, asking her to nominate twenty more teachers for positions at $1200 a year. Superintendent Atkinson asks that only men be appointed as no more women teachers will be wanted for the present, the quarters at the disposal of the department for women being unsuitable, another reason being that already more than the desired proportion of women have been appointed, some of the universities which were empowered to name men for the places having sent women instead.

"Sunset," a magazine edited by James Horsburgh Jr., published by the Southern Pacific Company, has issued an interesting December number. The sub-title, "A Magazine of the Border," is not appropriate. Sunset is distinctive and effective, there is no border land. Uncle Sam has almost girdled the globe and shaken hands with himself in the heart of the Orient. The Southern Pacific has "Shod the desert sands with steel," has thrown the border beyond the arctic circle, and followed the path of the sun over the seas. It is also an art publication, and art like truth exists without hint as to space or time. The most creditable production in December, from a literary standpoint, is "The Cross of the Golden Gate," by Charles Aiken. Twelve lines of as good poetry as has been written this year. Mrs. Sexton's poem is well illustrated but her treatment of the subject would be better paraphrased in prose. The article on Luther Burkank, the Wizard of Sonoma County, by Edward J. Wickson is notable in every way. Clarence Urmy's poem, "The North Wind," is only commonplace. It is difficult, indeed it requires a rare faculty to give a descriptive real estate value to a poem. It is a bad mixture, and the "Sunset" should avoid boom poetry. The "Sunset" is too high a class in letter press and illustration to mix with bad poetry and indifferent prose.

W. W. Payne, a well-known teacher of Oregon and California, has opened a northwestern branch of Fisk Teachers' Agency at Portland, Oregon. 80 Third street. Mr. Payne is well-known as a teacher. He has a good record for energy, integrity, and ability. Associated with him on this coast are Calvin Esterly, 420 Parrot Building, San Francisco, and C. C. Boynton, Los Angeles. The three will make a strong triumvirate, and will be able to place many teachers.

The Improved Scholar's Companion was invented by an Oakland school teacher. She recognized the great value of having a convenient and serviceable attachment to the desk for pens, pencils, eraser, ruler, etc. The result is the invention of the Scholar's Companion. The Patent Office recognized the merit of the invention and has granted a patent on it. Samples can be secured by writing and sending 20cts to The Comfort Manufacturing Company, 1769 Tenth Street, Oakland, Cal

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The Southern California Teachers' Association.

President Lewis B. Avery has led a vigorous campaign to make the meeting at Los Angeles a success.

It will convene Wednesday, December 18, at 8 o'clock p. m. at the Simpson Auditorium in Los Angeles, and will continue in session till 4:30 p. m. the following Friday.

The convention includes the teachers of the southern seven counties. Six of these counties will be in institute session that week and will adjourn to Los Angeles for the Association meeting. A full attendance is thus assured, and a program has been prepared that it is confidently hoped will be fully adequate to the occasion.

All general sessions will be held in the Simpson Auditorium on Hope street between Seventh and Eighth. This is generally conceded to be the most satisfactory auditorium in the city. It comfortably seats 2,000 people within easy reach of the speaker's voice. The cars of the principal street car systems pass within half a block (on Seventh and Eighth streets respectively), none passing the door to create the disturbance from which meetings have frequently suffered in the past.

It is believed that no such concessions have before been granted by the railroads to any educational meeting in the State excepting to the National Educational Association. It behooves the teaching fraternity to make the attendance all it should be if like concessions are desired for future meetings.

SPEAKERS.

Among the speakers from abroad will be the following:

E. Benjamin Andrews, D. D., LL. D, Chancellor University of Nebraska.

Thomas P. Bailey, Ph.D., Assistant Professor of Education, University of Chicago.

Livingston C. Lord, Ph.D., President Eastern Illinois State Normal School.

Benjamin Ide Wheeler, Ph.D, LL D, President University of California.

David Starr Jordan, Ph.D.: LL D., President Leland Stanford Jr University.

Carl C. Plehn, Ph D. Dean of the College of Commerce, University of California.

Hugo K. Shilling, Ph D., University of California.

Frederick Burk, Ph.D., President of the State Normal School at San Francisco.

V. L. Kellogg, M.S., Leland Stanford, Jr., University.

J. W. Linscott, Superintendent of Schools, Santa Cruz County.

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